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Assessment of Equal Opportunity Climate:
Results of the 1991 Navy-Wide Survey

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The Navy Equal Opportunity/Sexual Harassment (NEOSH) Survey was administered for the first time in 1989. In 1991, the NEOSH Survey was administered for the second time. The results of this second Navy-wide administration are described in this report.

The 1991 NEOSH Survey was administered to a random sample of active duty Navy enlisted personnel and officers stratified on racial/ethnic group and gender.

Among the major results were:

1. All groups had generally positive perceptions of the Navy's equal opportunity (EO) climate. Males, however, were more positive than females; Whites and Hispanics were more positive than Blacks.

2. Black (especially Black male) responses were consistently more positive in 1991 than in 1989.

3. Black females had the least positive perceptions of Navy EO climate. While there was some improvement in their perceptions over 1989, it was less than Black males showed.

4. Hispanics and Whites responded similarly, more so than in 1989.

5. Discipline items produced the greatest racial/ethnic disparities on the NEOSH Survey, as in 1989. Perceptions of fairness in discipline were clearly lower among Blacks.

6. Men had more positive EO perceptions than women. The "gender gap" in EO perceptions between men and women officers is greater than between men and women enlisted.

7. The magnitude of race/ethnic and gender differences was less in 1991 than in 1989.

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Foreword

The administration and results of the 1991 Navy Equal Opportunity/Sexual Harassment (NEOSH) Survey are discussed in two separate reports. This report focuses on survey items related to equal opportunity climate; the other report (Culbertson, Rosenfeld, & Newell, 1993) focuses on the sexual harassment items.

This report was sponsored by the Chief of Naval Personnel (Equal Opportunity Division [PERS-61]) within reimbursable Project Order 92POEE503. This report was written to document the findings of the NEOSH survey for Navy policymakers, program managers, equal opportunity specialists and others who need accurate information about the Navy's equal opportunity climate. The authors gratefully appreciate the statistical assistance provided by Dr. Stephanie Booth-Kewley and Dr. Marie D. Thomas. Dr. Jack E. Edwards generously offered a number of insights regarding perceptions of Navy discipline. Finally, the dedicated assistance of Dora Silva-Jalonen, Susie Hollingsworth, and Zannette Perry is also acknowledged.

KATHLEEN E. MORENO
Director, Personnel and Operational Assessment

Summary

Problem

In its analysis of Navy's equal opportunity (EO) policies and programs, the Chief of Naval Operation's (CNO) Study Group on EO in the Navy (CNO Study Group, 1988) concluded that there was no existing mechanism for determining the EO climate of the Navy. It tasked a biennial Navy-wide EO climate survey. In 1989, the Navy Equal Opportunity/Sexual Harassment (NEOSH) Survey was developed and administered for the first time (Rosenfeld, Culbertson, Booth-Kewley and Magnusson, 1992). It provided the Navy with a baseline assessment of EO climate. In 1991, the NEOSH Survey was administered for the second time.

Objectives

The purpose of the 1991 administration of the NEOSH Survey was to assess perceptions of EO climate among active-duty Navy personnel. A secondary purpose was to determine whether changes in perceptions of EO climate had occurred since the 1989 administration.

Procedure

The 1991 NEOSH Survey was similar in content and scope to the original 1989 version, although some items were modified based on feedback from Navy officials and policymakers in the Bureau of Naval Personnel. Also, two new modules were added to the 1991 NEOSH Survey consisting of items relating to fraternization and social support issues.

As in 1989, items relating to specific topic areas were grouped together into EO modules. The 1991 NEOSH Survey contained 7 demographic questions, and 90 items on EO topics. The second half of the survey contained items related to sexual harassment which are discussed in a separate report (Culbertson, Rosenfeld, & Newell, 1993).

A random sample of 12,006 active duty Navy enlisted personnel and officers, stratified on racial/ethnic group and gender, was selected. The 12,006 survey packets, containing postage-paid return envelopes, were mailed out in mid-October, 1991.

Because of the sensitive nature of the survey topics, the NEOSH Survey was administered anonymously. As a further guarantee of privacy, it was mailed directly to each respondent, filled out, and mailed back in a preaddressed stamped envelope. Of the 11,136 that reached addresses, completed questionnaires were received from 5,333 personnel. One hundred and eight of these surveys were discarded because they lacked essential information such as paygrade or sex. The 5,225 surveys included in the analyses represent an adjusted usable response rate of 48%.

Determinations of differences between groups were based on both considerations of statistical significance and practical significance. To test for potentially significant statistical effects due to racial/ethnic status, gender, or the joint effect of racial/ethnic status and gender, a series of 2 (gender) by 3 (race/ethnicity status) analyses of variance were performed for each of the 11 NEOSH modules. The data from officers and enlisted were analyzed separately, as the career experiences of officers and enlisted are so fundamentally different. Because of the large number of statistical tests, the level for obtaining statistical significance was set at $p < .01$ to avoid unduly capitalizing on chance. However, due to the large sample sizes, many of the race and gender effects

were statistically significant at the $p < .01$ level even when the mean differences between groups were as small as two tenths of a scale point. To help interpret these statistically significant findings, effect size tests were also conducted. Effect size is a statistical analysis that allows a determination of how small or large the size of a statistical effect is. In comparisons between identical 1989 and 1991 NEOSH items, chi-square tests were conducted to determine if there were significant statistical differences between responses to the two survey administrations at the $p < .01$ level.

Since the NEOSH Survey was designed as an applied tool to provide Navy policymakers with an accurate barometer of Navy EO climate, consideration in the presentation of data was also given to the "practical significance" of the findings. As in 1989, the convention was adopted that mean module differences of greater than 0.5 of a scale-point were considered to have practical significance to Navy policymakers if also statistically significant at the $p < .01$ level. For individual items that were statistically significant, a difference of 10 percentage points or greater of those agreeing was used as the minimum level of practical significance. The results presented in this report are based on weighted distributions of percentages or means.

Findings

The major results of the 1991 administration of the NEOSH Survey were:

1. All groups had generally positive perceptions of the Navy's EO climate. However, males were more positive than females, Whites and Hispanics more positive than Blacks.

2. Blacks had less positive perceptions than Whites for most EO items and were less positive than Hispanics for many EO items.

3. Black (especially Black male) responses were consistently more positive in 1991 than in 1989. Among Black enlisted, the percentage who think discrimination against Blacks is common at their commands decreased.

4. Black females had the least positive perceptions of Navy EO climate. While there was some improvement in their perceptions over 1989, it was less than Black males showed.

5. Hispanics and Whites responded similarly, more so than in 1989. There was less perceived anti-Hispanic discrimination than anti-Black and anti-female discrimination.

6. Discipline items produced the greatest racial/ethnic disparities on the NEOSH Survey, as in 1989. Perceptions of fairness in discipline were clearly lower among Blacks.

7. Men had more positive EO perceptions than women. Over one quarter of female enlisted (18% of women officers) agreed that anti-female discrimination was common at their commands. The "gender gap" in EO perceptions between men and women officers was greater than between men and women enlisted.

8. The magnitude of race/ethnic and gender differences was less in 1991 than in 1989.

9. Almost everyone agreed that they understand the Navy's fraternization policy. Most support it. Although fraternization was said to be occurring, it does not appear that any single form of fraternization was common.

Recommendations

1. In light of the 1989 and 1991 findings that Black women had the least positive EO climate perceptions of any group, a determination needs to be made of the basis for these perceptions. If barriers to the careers of Black women are uncovered, steps should be taken to ensure that these impediments are removed.

2. The reasons for the gender gap in EO climate perceptions of officers, which has been consistently greater than the gap between enlisted women and men, should be determined.

3. Although the NEOSH Survey has documented large racial/ethnic differences in perceptions of discipline, why these differences exist or what specific aspects of the discipline system are perceived as unfair is not known. Equity in the administration of discipline needs to receive continued emphasis. The underlying reasons for minority perceptions of the Navy's discipline system as unfair should be determined.

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Introduction

Purpose

The purpose of the 1991 administration of the Navy Equal Opportunity/Sexual Harassment (NEOSH) Survey was to assess perceptions of equal opportunity (EO) climate and sexual harassment among active-duty Navy personnel. A secondary purpose was to determine whether changes in perceptions of EO climate have occurred since the 1989 administration.

Background

The Chief of Naval Operation's (CNO) Study Group on Equal Opportunity in the Navy indicated that perceptual and organizational barriers to EO remained (CNO Study Group, 1988). One of the Study Group's recommendations was that an EO Climate/Sexual Harassment Survey be administered on a biennial basis. In 1989, the NEOSH Survey was developed and administered for the first time.

Assessing Equal Opportunity Climate: Previous Navy Efforts

In April 1973, a Navy Personnel Research and Development Center (NAVPERSRANDCEN) document summarizing Navy minority research recommended that a "racial barometer" be developed for use by individual commands. This barometer would include a special questionnaire designed to tap race-related and other social problems in the Navy. NAVPERSRANDCEN researchers would assist the commands by developing profiles comparing the command's survey responses to those of other units of the same size and class (Rosenfeld, M. D. Thomas, Edwards, P. J. Thomas, & E. D. Thomas, 1991).

This early "racial barometer" proposal was the precursor of Navy efforts to measure EO climate[1] that have been performed in the two decades that followed. Thus, for 20 years perceptions of EO have been crucial components of the determination of the degree to which the Navy is successful at meeting its stated goal of providing EO for all. For a detailed description of these efforts, see Rosenfeld et al. (1991) and Rosenfeld, Culbertson, Booth-Kewley, and Magnusson (1992).

Despite previous efforts, the need for Navy-wide assessments of EO climate has remained. In its analysis of Navy's EO policy and programs, the CNO's Study Group on EO in the Navy (CNO Study Group, 1988) concluded that there was no existing mechanism for determining the EO climate of the Navy.

The 1989 NEOSH Survey

The 1989 NEOSH Survey provided the Navy with a baseline assessment of EO climate against which future assessments could be compared. The EO climate portion of the NEOSH Survey was composed of items adapted from previous EO and organizational climate surveys and original questions related to EO topics of concern to the Navy. The first half of the survey contained

[1]Landis, Dansby, and Faley (1993, p. 211) define EO climate as "the expectation by an employee that work-related behaviors directed by others toward the person will reflect merit and not one's racial/ethnic group, gender, national origin or membership in any other minority group."

13 demographic questions, and 65 items on EO topics. The second half of the survey contained items related to sexual harassment (Culbertson, Rosenfeld, Booth-Kewley, & Magnusson, 1992).

The EO items in the 1989 NEOSH Survey were grouped to form nine modules on the basis of similar item content and item response intercorrelations. Internal consistency (coefficient alpha) reliabilities were computed for each module for the enlisted and officer samples separately. These reliabilities ranged from 0.52 to 0.88 for the enlisted sample, and from 0.62 to 0.87 for the officers.

The major findings of the 1989 NEOSH Survey were:

1. Navy personnel as a whole had positive perceptions of EO climate.

2. White male officers consistently reported the most positive perceptions of Navy EO climate.

3. Blacks,[2] particularly Black enlisted females, were the least positive about EO.

4. Perceptions of fairness in discipline were clearly lowest among Blacks.

5. Blacks and women were more likely to feel they have to work harder to get promoted/ advanced.

6. Hispanics' EO perceptions consistently fell between those of Whites and Blacks and typically were closer to Whites.

7. While males had more positive EO climate perceptions than females, the gender gap was larger for officers than enlisted.

8. As paygrade and rank increased so did perceptions of positive EO climate.

9. Most Navy personnel (regardless of racial/ethnic or gender status) indicated that they would recommend the Navy to others.

Method

1991 NEOSH Survey

The 1991 NEOSH Survey was similar in content and scope to the original 1989 version. A number of items on the 1989 NEOSH Survey were modified based on feedback from Navy officials and policymakers in the Bureau of Naval Personnel. Also, two new topic areas were added to the 1991 NEOSH Survey consisting of items relating to fraternization and social support issues (e.g., mentoring).

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[2]The terms "Black" and "Hispanic" are used to provide consistency with past military EO research. No value judgement is implied by the use of these labels as opposed to more contemporary terms such as "African-American" and "Latino". For simplicity, the terms "White" and "Black" are used throughout to refer to non-Hispanic Whites and non-Hispanic Blacks. We recognize that Hispanics may be members of any racial/ethnic group.

As in 1989, items relating to specific topic areas were grouped together into EO modules. In addition to making the survey easy to understand and respond to, the use of modules makes the NEOSH Survey more flexible by allowing the substitution or addition of new sections.

The 1991 NEOSH Survey (contained in Appendix A) was approved by the Chief of Naval Personnel. It contained 7 demographic questions, and 90 items on EO topics. Most of the EO items ask respondents to agree or disagree with a statement using a 6-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree; 6 = Don't Know/Not Applicable).[3] The second half of the survey contained items related to sexual harassment. The sexual harassment findings are discussed in a separate report (Culbertson, Rosenfeld, & Newell, 1993).

Sampling Plan

Because of the survey's focus on EO and sexual harassment issues, members of minority groups and females needed to be strongly represented among the respondents. Accordingly, a random sample that was stratified by the major racial/ethnic groups, gender, and officer/enlisted status was selected, resulting in 12 groups: 3 (Black, Hispanic, White/other) X 2 (male, female) X 2 (officer, enlisted). The White/other group was composed primarily of Caucasians as well as individuals of racial/ethnic groups other than Black or Hispanic. Given the relatively few numbers of "others" in the sample, Whites and "others" were combined to reduce the overall number of groups in the design.[4]

The sample was designed to permit generalizing from the survey results to corresponding groups in the Navy population. In 1991, the size of the female sample was further increased to allow two alternate forms of the sexual harassment items to be administered (Culbertson et al., 1993). In general, sample sizes were chosen to ensure, with 95% confidence, that the sampling error would be no greater than $\pm 5\%$. Sampling error is a statistical estimate of the extent to which survey results from a particular sample may differ from those that would have been obtained had the survey been administered to the entire population. The size of the sampling error is strongly affected by size of the sample. Given the sampling plan of the NEOSH Survey, EO perceptions of the entire Navy population would typically be within plus-or-minus 5 percentage points of the survey respondents' perceptions in 95 out of 100 instances.

Each group was distributed proportionally across paygrades (E-2 through E-9 for enlisted and W-2 through O-6 for officers) to reflect the actual distribution of that group in the population. To compensate for anticipated undeliverable mail and nonresponse, the sample sizes for officer groups were doubled and those for enlisted groups were tripled, resulting in a total overall mail-out sample of 12,006.

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[3]At the sponsor's request, a "6" Don't Know/Not Applicable was added to the 5-point Likert scales (1 = Strongly Disagree to 5 = Strongly Agree) used on the 1989 Survey.

[4]In order to eliminate ambiguity in interpretation of the results, the "others" were removed before making racial/ethnic comparisons and only the Caucasian component of the White/other group was used. For nonracial/ethnic comparisons (e.g., gender, paygrade) the "other" fraction was not removed. The elimination of the "other" respondents from the racial/ethnic comparisons had a negligible impact on the results.

Survey Procedure

Because of the sensitive nature of the survey topics, the NEOSH Survey was administered anonymously. As a further guarantee of privacy, it was mailed directly to each respondent, filled out, and mailed back in a preaddressed stamped envelope. For this administration, the 12,006 survey packets, containing postage-paid return envelopes, were mailed out in mid-October, 1991.

Response Rate

Table 1 summarizes the response rate for the 1991 administration of the NEOSH Survey. Not all of the questionnaires reached their targets because people had moved and their mail could not always be forwarded. By the cutoff date in mid-January 1992, 870 survey packets had been returned as undeliverable. Thus, 11,136 is the maximum number of questionnaires that reached potential respondents. Completed questionnaires were received from 5,333 personnel. One hundred and eight of these surveys were discarded because they lacked essential information such as paygrade or gender. The 5,225 surveys included in the analyses represent an adjusted usable response rate of 48% (5,225/11,136). The number of survey respondents for each of the 12 groups is contained in Table 2.

Table 1

NEOSH91 Survey Administration

Surveys Mailed (October 1991)	12,006
Surveys Delivered	11,136
Surveys Returned (by January 1992)	5,333
Surveys Analyzed	5,225
Response Rate	48%

Note. NEOSH = Navy Equal Opportunity/Sexual Harassment.

Table 2

NEOSH91 Survey Respondents

	Black	Hispanic	White/Other
	Officers (W-2 through O-6)		
Male	319	248	544/27
Female	283	97	682/29
	Enlisted (E-2 through E-9)		
Male	249	293	389/45
Female	588	362	1008/74

Note. NEOSH = Navy Equal Opportunity/Sexual Harassment.

Data Analysis

Because sampling had been designed so that survey results could be generalized to each of the 12 groups in the total Navy population, minority groups (Blacks and Hispanics and women) were oversampled relative to their proportions of the total population. Therefore, they were overrepresented in the survey sample relative to the White/other groups. Thus, the raw responses of the individual groups legitimately could not be combined to represent the responses of the total Navy, the total enlisted force, all women, or all members of racial/ethnic groups. Survey researchers typically adjust for these discrepancies by assigning appropriate weights to the responses of each subgroup (Henry, 1990). To determine the weights, proportions reflecting each group's representation in the population are computed, as are proportions reflecting each group's representation in the obtained sample. Each population proportion is then divided by its corresponding sample proportion to obtain the weight for that particular group. Since the sample was stratified on 17 paygrades/ranks (8 enlisted paygrades and 9 officer ranks), three racial/ethnic groups, and two genders, 102 subgroups were created (17 X 3 X 2) and a weight was computed for each one. When subgroups were combined to form aggregated groups, such as all Black enlisted or all female officers, these weights were applied to each case within the subgroups prior to aggregation. Application of the weights caused subgroups that had been undersampled relative to the Navy population to receive weights greater than one, and subgroups that had been oversampled to receive fractional weights.

Determinations of differences between groups were based on both considerations of statistical significance and practical significance. To test for potentially significant statistical effects due to racial/ethnic status, gender, or the joint effect of racial/ethnic status and gender (i.e., a statistical interaction), a series of 2 (gender) by 3 (race/ethnicity status) analyses of variance (ANOVAs) were performed for each of the 11 NEOSH modules. The data from officers and enlisted were analyzed separately as the career experiences of officers and enlisted are so fundamentally different. Because of the large number of statistical tests, the level for obtaining statistical significance was set at $p < .01$ to avoid unduly capitalizing on chance. A finding of statistical significance at the $p < .01$ level indicates that the probability of two means differing at the obtained levels strictly due to chance variation is less than 1 in 100. However, due to the large sample sizes, many of the race and gender effects were statistically significant at the $p < .01$ level even when the mean differences between groups were as small as two tenths of a scale point.

To help interpret these statistically significant findings, effect size tests were also conducted. Effect size is a statistical analysis that allows a determination of how small or large the size of a statistical effect is. Cohen (1977) has provided guidelines for grouping statistical effects into small, medium, or large effects. Effect size is one way to determine which of the differences between groups obtained on the NEOSH Survey may need particular attention from Navy policymakers. For example, if the difference between men and women on a particular module is statistically significant but the effect size is small, the issue is less in need of attention than if the effect size is medium or large. In comparisons between identical 1989 and 1991 NEOSH Survey items, chi-square tests were conducted to determine if there were significant statistical differences between the two survey administrations at the $p < .01$ level.

Since the NEOSH Survey was designed as an applied tool to provide Navy policymakers with an accurate barometer of Navy EO climate, consideration in the presentation of data was also given to the "practical significance" of the findings. As in 1989, the convention was adopted that mean module differences of greater than 0.5 of a scale-point were considered to have practical significance to Navy policymakers if also statistically significant at the $p < .01$ level. For individual items that were

statistically significant, a difference of 10 percentage points or greater of those agreeing was used as the minimum level of practical significance.

Presentation of Results

The results presented in this report are based on weighted distributions of percentages or means. To ease the presentation, the data are given at the module level first followed by key individual items within the various modules and comparisons to the results of the 1989 NEOSH Survey, where applicable. For modules, the mean score (sum of responses to all items in a module/ number of items within a module) is typically presented; for individual EO items a "favorableness" index was computed by combining the percent of respondents indicating "Agree" or "Strongly Agree."[5]

The module and individual item means for each of the six officer and six enlisted groups are contained in Appendix B. To limit the scope of presentation of the individual items, only some are discussed and displayed in the results section of the paper. The items that were chosen are of particular interest to Navy policymakers or clearly demonstrate a trend found throughout the module.

Results

Reliability of Modules

Internal consistency (coefficient alpha) reliabilities were computed for each of the 11 modules to determine how well the individual items within each module measured the same construct. The reliabilities ranged from 0.66 to 0.86 for the enlisted sample, from 0.68 to 0.89 for officers, and from 0.67 to 0.88 for the total sample. These values are considered acceptable for the present purposes, especially since they were generally as good as or better than those obtained on the 1989 NEOSH Survey. The internal consistency reliability coefficients for each module are contained in Table 3 and a brief description of their content is in Appendix C.

Each of the 11 modules represents a topic relevant to an EO area. For all modules, a high score indicates a more positive response (i.e., a more favorable perception) and a low score indicates a more negative response.

Assignments

Module Level

Figure 1 presents the mean scores for the Assignments module for the six officer and six enlisted groups. Among officers, the perceptions of female respondents were significantly less positive[6] than those of males and the perceptions of Blacks were less positive than Hispanics and Whites, who did not differ. There were no significant gender differences among enlisted personnel. For enlisted, there was a small racial/ethnic effect with Blacks having less positive perceptions than Whites.

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[5]While this report will refer to the percent of individuals who "Agreed" with an item, this technically means the percent who "Agreed" or "Strongly Agreed."

[6]It is also correct to note here and elsewhere that males had more positive perceptions than females or that Whites were more positive than Blacks rather than stating that females had less positive perceptions than males or Blacks were less positive than Whites. Since a primary focus of the NEOSH Survey is on the perceptions of women and minorities, the obtained differences are most often stated from their perspective. Since most of the obtained means on the NEOSH Survey items were on the positive side of the scale for all groups, the reader is cautioned from interpreting "less positive" as implying a negative perception.

Table 3

Module Reliabilities and Item Composition for NEOSH91 Survey Modules

Module	Reliability Enlisted/Officers/Total	Items*
Assignments	.82/.85/.84	A1-A5
Training	.78/.81/.80	T1-T4
Leadership	.81/.86/.84	L1-L6
Communications	.85/.86/.86	C1-C6
Interpersonal Relations	.76/.81/.80	IP1-IP5
Grievances	.82/.86/.85	G1-G8
Discipline	.85/.89/.88	D1-D5
Performance Evaluation	.68/.70/.69	PE1-PE5
Promotions/Advancement	.66/.71/.68	PA1-PA7
Social Support	.67/.68/.67	S1-S4
General Issues/Navy Satisfaction	.86/.87/.87	GI1-GI7

*Item numbers refer to items within designated topic areas on the NEOSH Survey (see Appendix A). Thus, "A1" refers to "Work assignments are made fairly at this command."

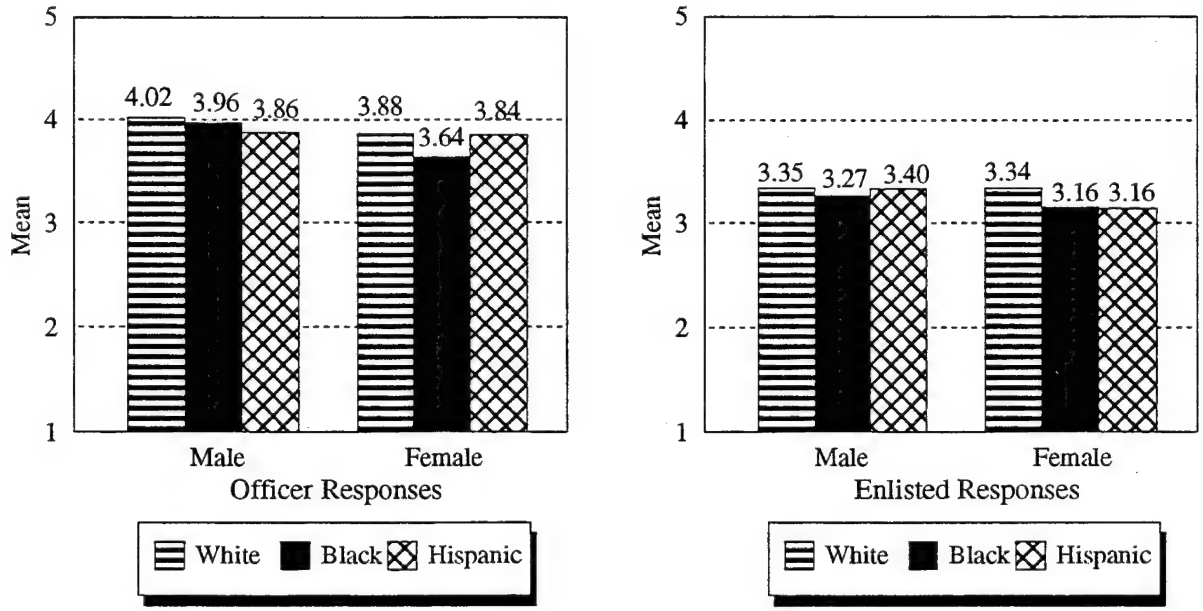

Figure 1. Assignments module means for officer and enlisted personnel.

Although these racial and gender effects were statistically significant, the effect sizes were small. Furthermore, none of the means within the officer or enlisted groups differed by 0.5 or more.

Individual Items

While the individual race and gender effects among officers were small for Assignment items, the responses of Black females showed the impact of both race and gender. Figure 2 presents the officer and enlisted responses to the item, "Work assignments are made fairly at this command." While over 80% of White male officers agreed with this item, less agreement was found among White female officers and least agreement was found among Black female officers, although a clear majority of all officer groups agreed. Among enlisted, a somewhat similar pattern of differences between groups exists. Officers as a whole (82%) agreed more than enlisted (62%).[7]

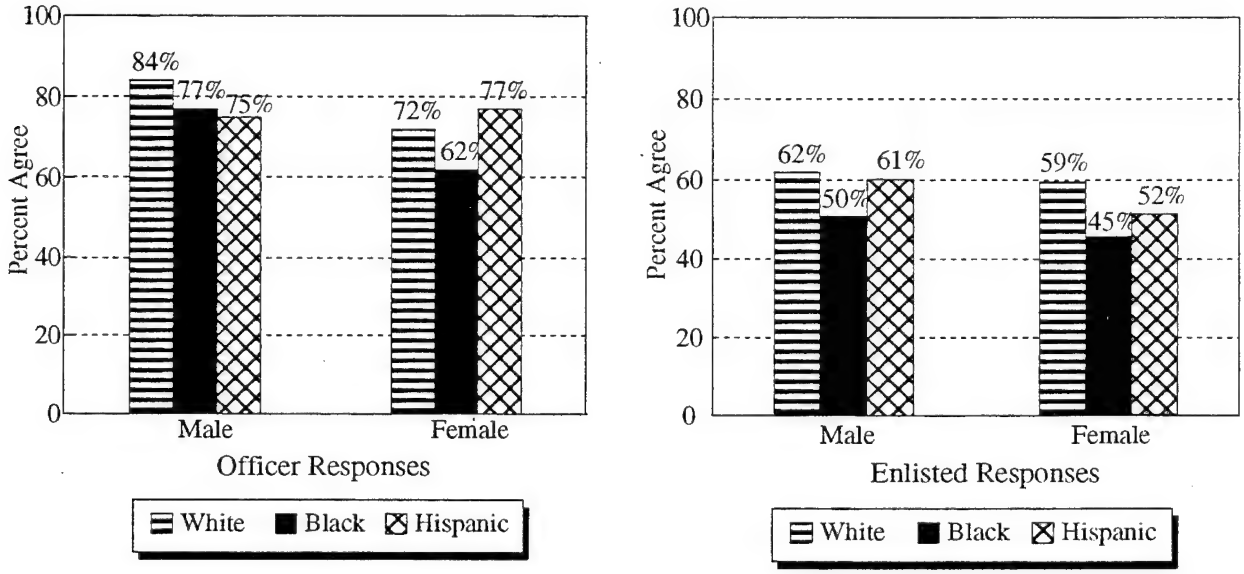

Figure 2. Responses to "Work assignments are made fairly at this command."

1989 Versus 1991

The item "Work assignments are made fairly at this command" appeared in both the 1989 and 1991 NEOSH Surveys. Figures 3 and 4 present the results for both these years for officers and enlisted respectively. As can be seen, while the gap between White males and the other groups exists, it is less evident in 1991 than in 1989. Blacks (officers and enlisted; males and females) agreed more in 1991 that work assignments are made fairly at their commands than they did in 1989. Hispanic enlisted women also agreed more in 1991 than in 1989.

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[7]As on the 1989 NEOSH Survey, officers had clearly more positive EO perceptions than enlisted did. Because the career experiences, training, background, and so forth, of officers and enlisted are so fundamentally different, direct statistical comparisons between officers and enlisted were not deemed appropriate. Rather, the statistical comparisons focused on potential gender and/or racial/ethnic differences within the officer and enlisted samples.

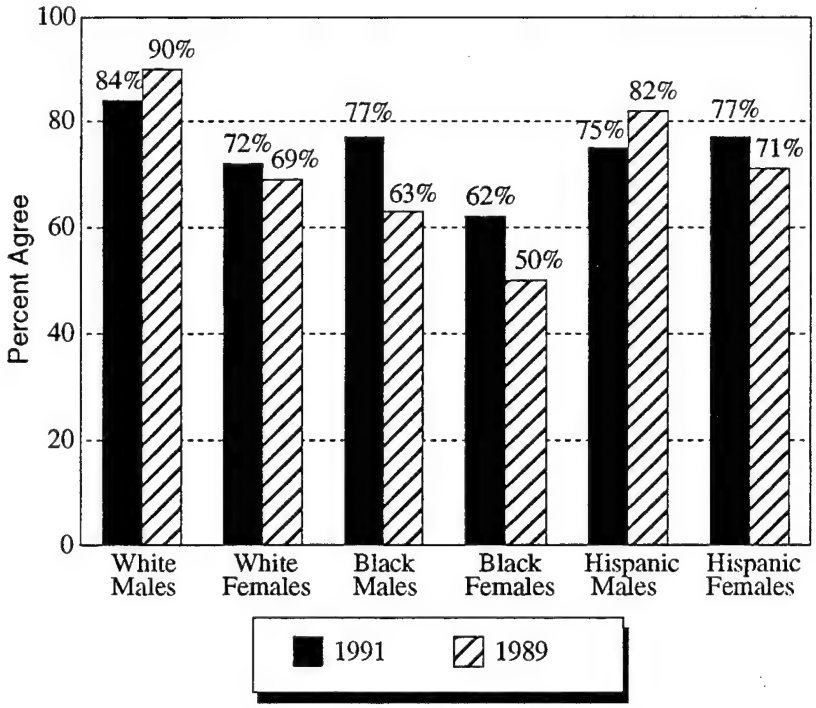

Figure 3. Officer responses to "Work assignments are made fairly at this command" in 1991 compared to 1989.

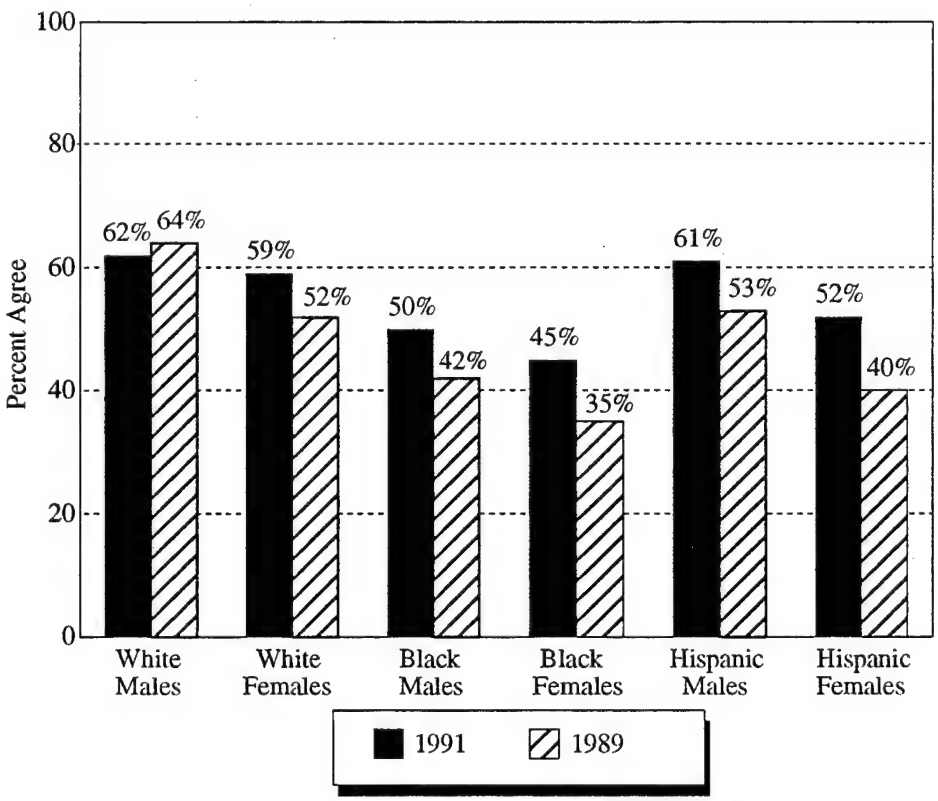

Figure 4. Enlisted responses to "Work assignments are made fairly at this command" in 1991 compared to 1989.

Training

Module Level

Figure 5 presents the means for the Training module for the six officer and six enlisted groups. There were statistically significant gender effects for officers (females less positive than males), and race and gender effects for enlisted (Blacks less positive than Whites; females less positive than males). However, the effect size was small for all three significant findings and none of the differences within the officer or enlisted groups were greater than 0.5.

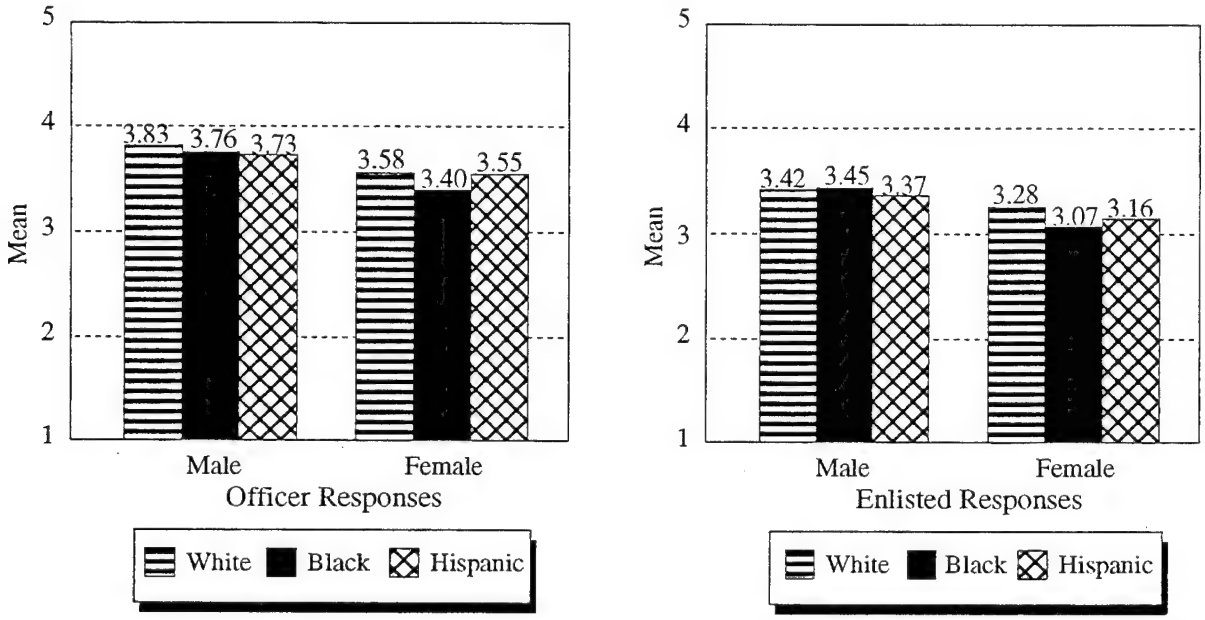

Figure 5. Training module means for officer and enlisted personnel.

Individual Items

In line with the findings at the module level, the differences at the individual item level were small. Figure 6 presents the percentage agreeing that they have received the training needed to do the job well. As can be seen, a clear majority of all officer (78%) and enlisted (71%) agreed with this item. However, the pattern of White males having the most positive perceptions and Black females being less positive was once again obtained.

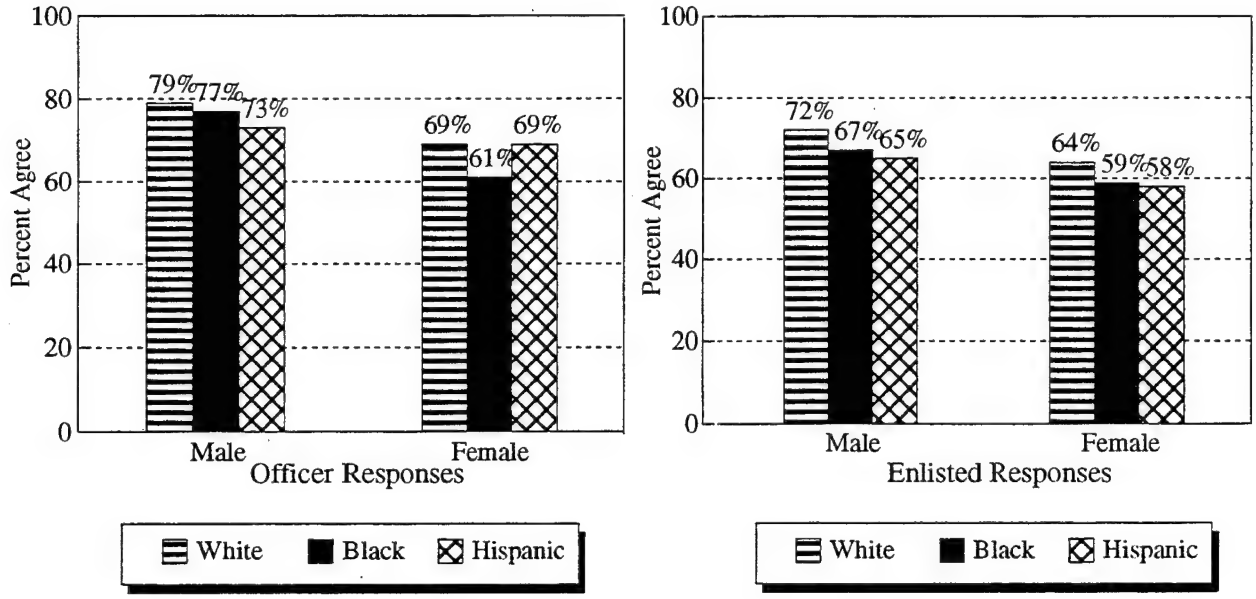

Figure 6. Responses to "I have received the training I need to do my job well."

1989 Versus 1991

Figures 7, 8, 9, and 10 show the percentage of officers and enlisted who agreed with the two Training items that were common to the 1989 and 1991 surveys: "I have received the training I need to do my job well" and "I have received the training I need to advance in the Navy." As can be seen, perceptions of minority members (except for Hispanic males) were somewhat more positive in 1991 than 1989 for both these Training items. Of note, the percentage of Black male enlisted who agreed that they had received the training needed to do their job well increased 12 percentage points in 1991. Also, women officers were more likely to agree in 1991 that they had received the training needed to advance in the Navy. Compared to 1989, 1991 rates of agreement increased 11 percentage points for White females, 17 percentage points for Black females, and 10 percentage points for Hispanic females. Thus, while women officer perceptions still lag behind their male counterparts on this Training item, the gap was noticeably lessened in 1991.

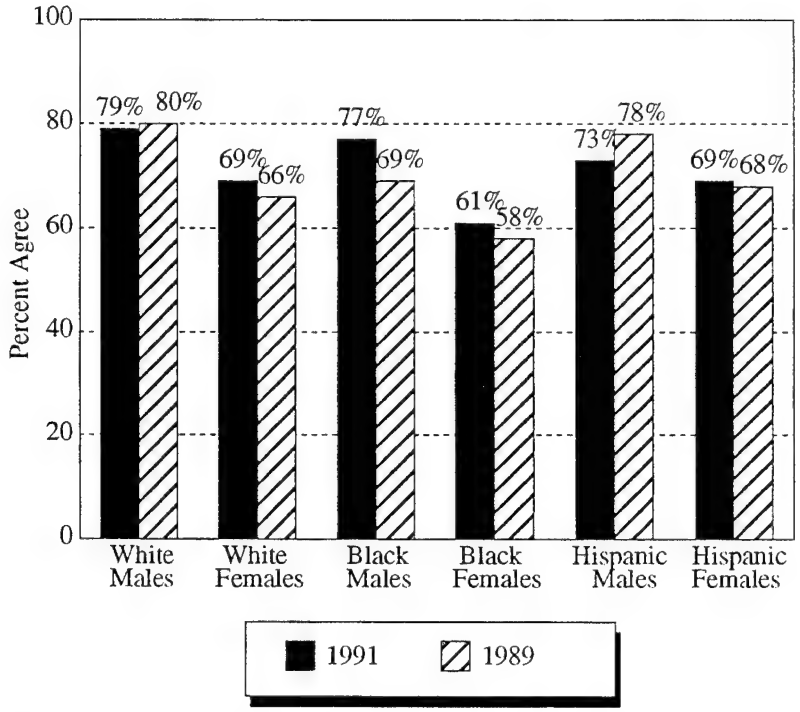

Figure 7. Officer responses to "I have received the training I need to do my job well" in 1991 compared to 1989.

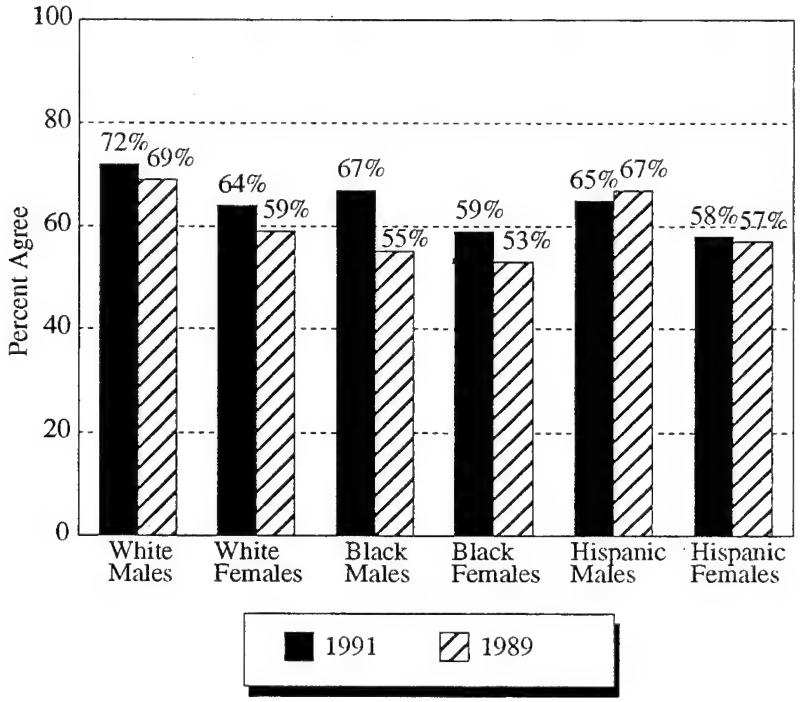

Figure 8. Enlisted responses to "I have received the training I need to do my job well" in 1991 compared to 1989.

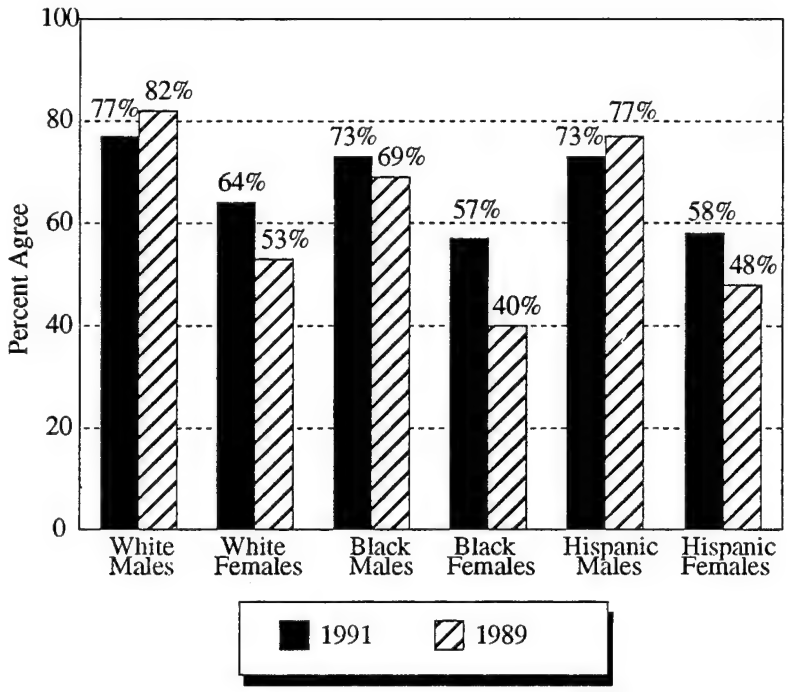

Figure 9. Officer responses to "I have received the training I need to advance in the Navy" in 1991 compared to 1989.

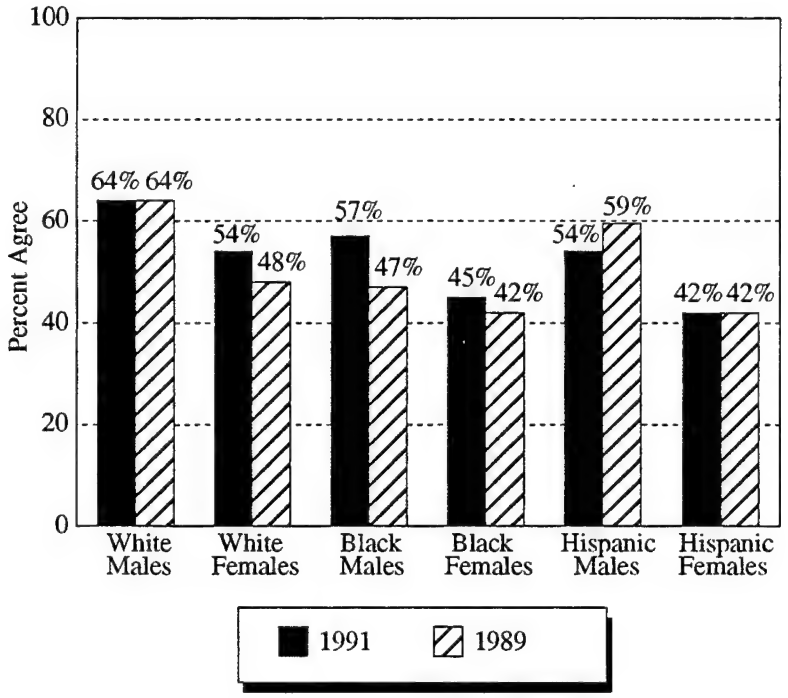

Figure 10. Enlisted responses to "I have received the training I need to advance in the Navy" in 1991 compared to 1989.

Leadership

Module Level

Figure 11 presents the means for the officer and enlisted groups for the Leadership module. ANOVAs revealed significant race (Blacks less positive than Hispanics and Whites) and gender (females less positive than males) effects for officers, and a race (Blacks less positive than Hispanics and Whites) effect for enlisted. The effect sizes were small, however, for the significant race and gender effects. Female and male enlisted did not differ on their leadership perceptions. In terms of practical significance, the only difference greater than 0.5 was between White male and Black female officers. While the mean for White male officers indicates very strong positive perceptions about leadership issues, the Black female officer mean is similar to the means obtained for the enlisted personnel groups.

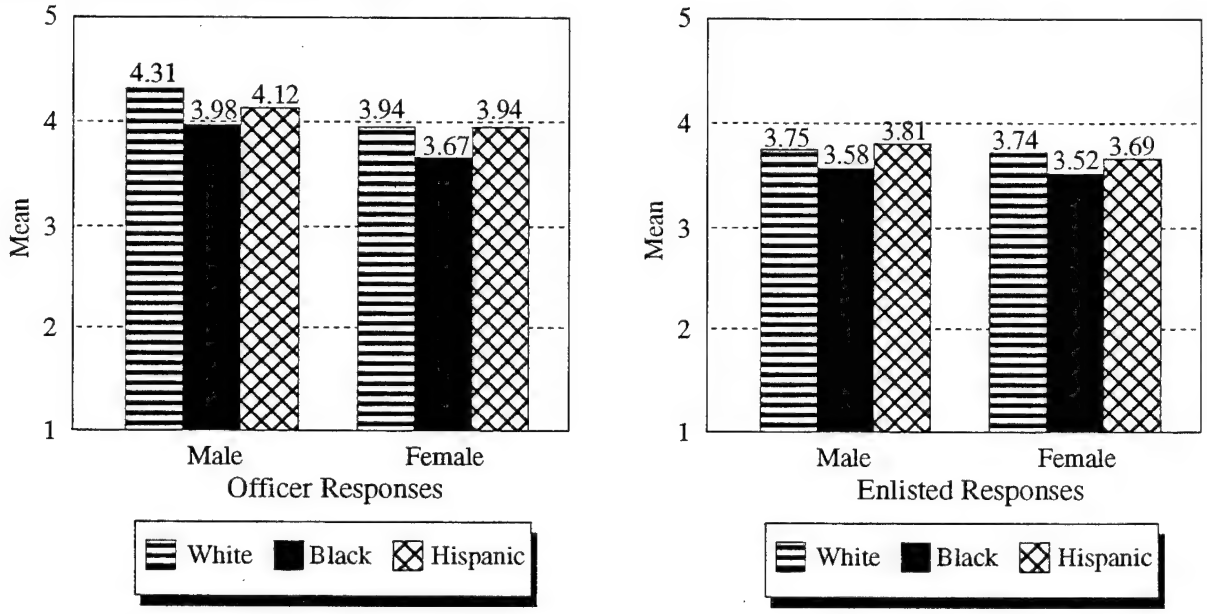

Figure 11. Leadership module means for officer and enlisted personnel.

Individual Items

The perceptual gap between White male and Black female officers was the most notable difference at the individual item level for Leadership items. Compared to White male officers, Black female officers were less likely to agree that their Commanding Officer (CO) actively supports EO (88% White male officers, 70% Black female officers), that their Command Master Chief actively supports EO (76% White male officers, 55% Black female officers), and that their CO is aware of discrimination and sexual harassment that may occur at the command (70% White male officers, 54% Black female officers). Black female officers were clearly less likely to agree that "the Chain of Command discourages favoritism at this command" as can be seen in Figure 12. While there is a similar pattern among enlisted groups for these items, the perceptual gap is smaller, although, enlisted respondents as a whole were less likely to agree than officers. The responses of Black female officers are more similar to those of enlisted personnel than to the responses of other officers. While nearly 3/4 of White male officers and over half of the other officer groups agreed with this item, only 37% of Black female officers agreed. Black female enlisted were also least

likely to agree with this item, but the difference between enlisted groups is smaller than between officers.

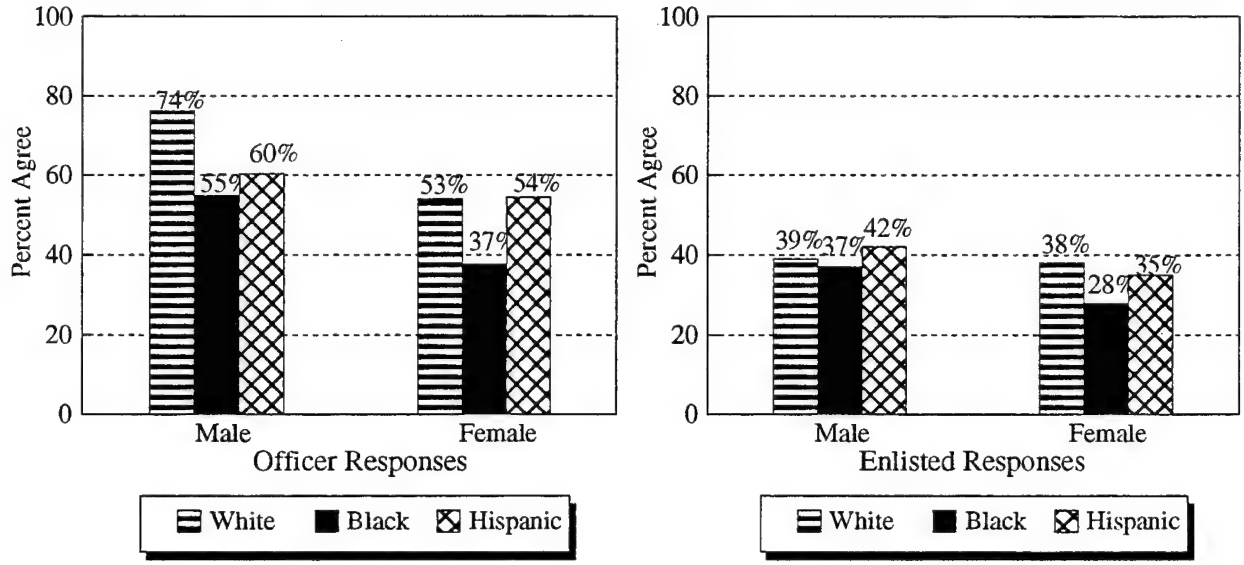

Figure 12. Responses to "The chain of command discourages favoritism at this command."

1989 Versus 1991

On both the 1989 and 1991 NEOSH Surveys the item "My commanding officer actively supports equal opportunity" (see Figures 13 and 14) was presented. A clear majority of both officers and enlisted agreed with this item in both years, and there was a tendency for Black officers (males and females both increased 8 percentage points) and Black enlisted (males increased 9 percentage points; females increased 6 percentage points) to be more positive in 1991 than in 1989.

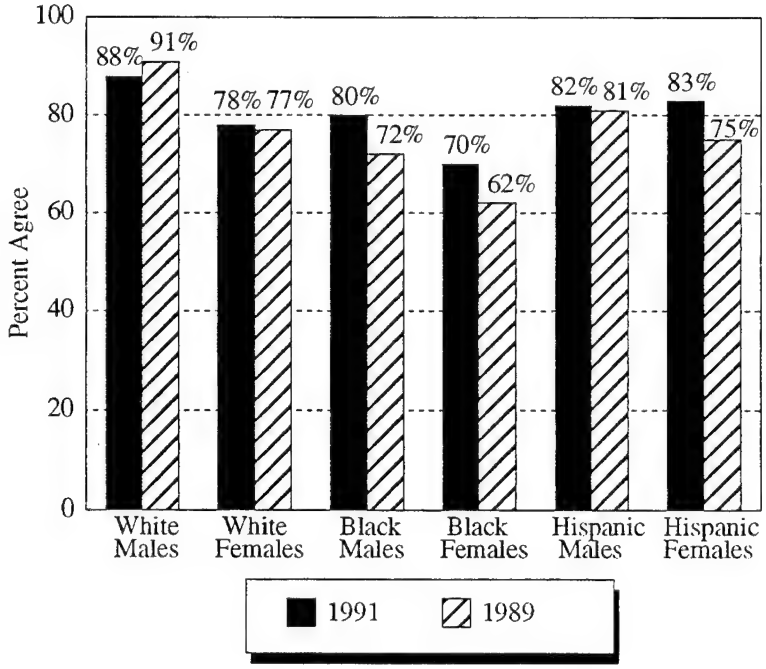

Figure 13. Officer responses to "My commanding officer actively supports equal opportunity" in 1991 compared to 1989.

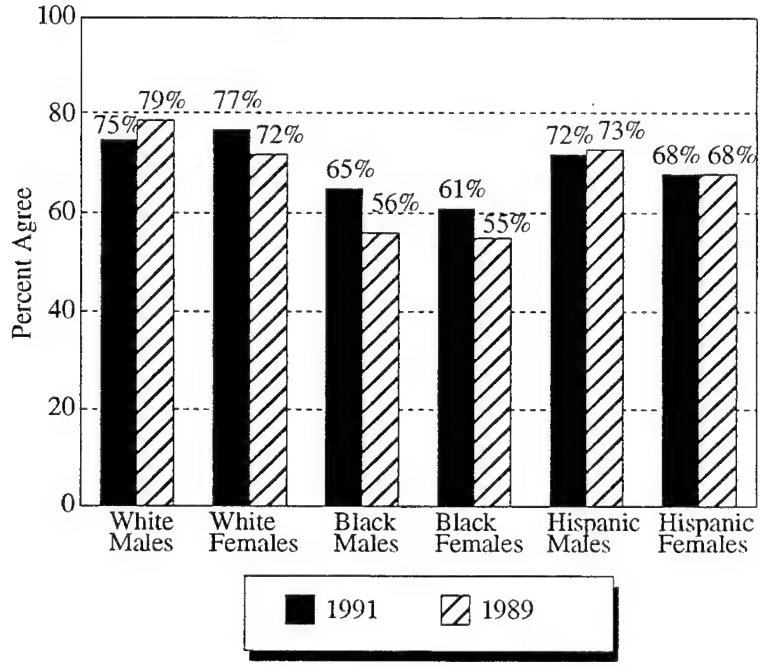

Figure 14. Enlisted responses to "My commanding officer actively supports equal opportunity" in 1991 compared to 1989.

Communications

Module Level

Figure 15 presents the means for the officer and enlisted groups for the Communications module. ANOVAs revealed significant but small race (Blacks less positive than Hispanics and Whites) and gender (females less positive than males) effects for officers, and a gender (females less positive than males) effect for enlisted. There was no racial/ethnic effect for enlisted personnel. Furthermore, none of the means within the officer and enlisted groups differed by more than 0.5.

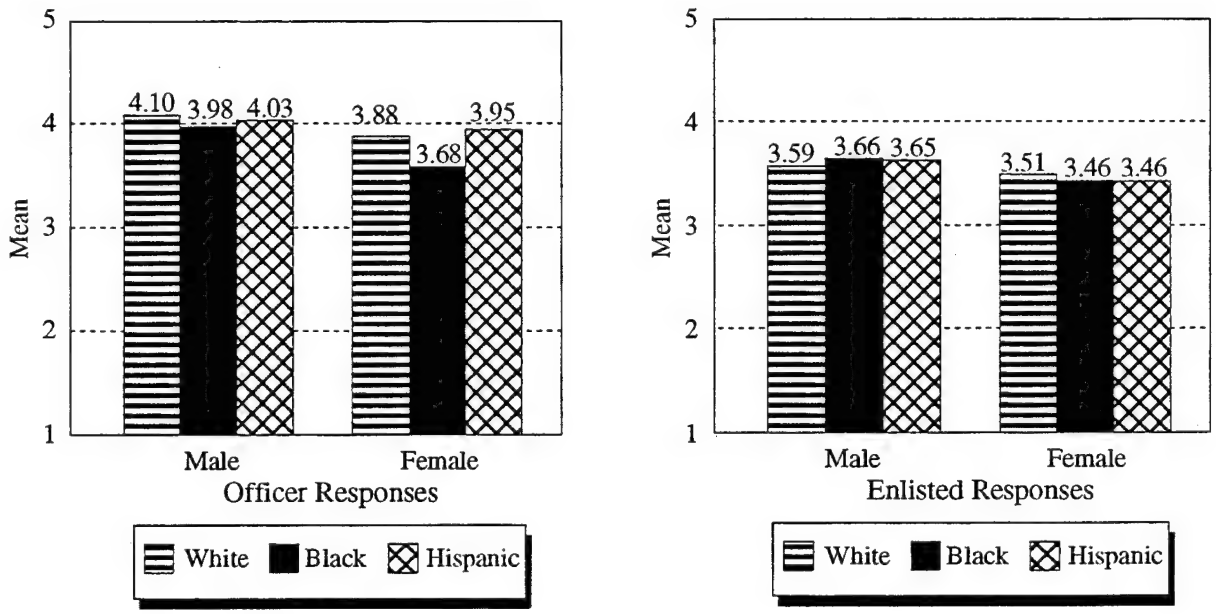

Figure 15. Communications module means for officer and enlisted personnel.

Individual Items

On only one of the six Communications items did clear differences between the groups occur. The percentages who agreed or strongly agreed with the item, "I feel we can discuss equal opportunity problems at my command" are presented in Figure 16. As can be seen, the overwhelming majority of officers endorsed this item, however, only 58% of Black female officers agreed. While the rate of agreement among enlisted was lower than among officers, the differences between Black female enlisted and the other enlisted groups was less than for officers.

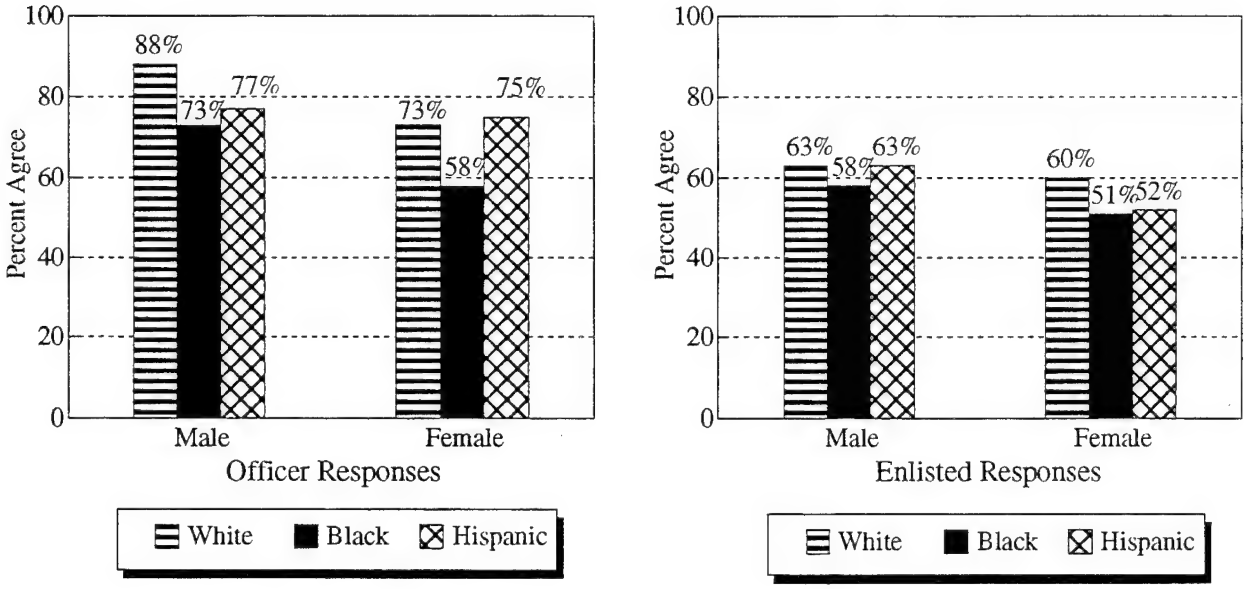

Figure 16. Responses to "I feel we can discuss equal opportunity problems at my command."

1989 Versus 1991

Five of the six Communications items were on both the 1989 and 1991 NEOSH Surveys. The most notable change in responses to these items is that Black males were more positive in 1991 than in 1989. While Black females also were more positive in 1991 than 1989, the increase was less than for Black males. The responses of the other enlisted and officer groups were generally similar between 1989 and 1991 with the exception being a 10 percentage point increase in 1991 for Hispanic female officers.

These trends are illustrated by responses to the item: "My supervisor gives me feedback on how well I am doing my job" (Figures 17 and 18). As can be seen, the item assessing supervisory feedback shows a very positive development: Blacks' (both males and females, officer and enlisted) level of agreement in 1991 was similar to that obtained for males or females of the other two racial/ethnic groups.

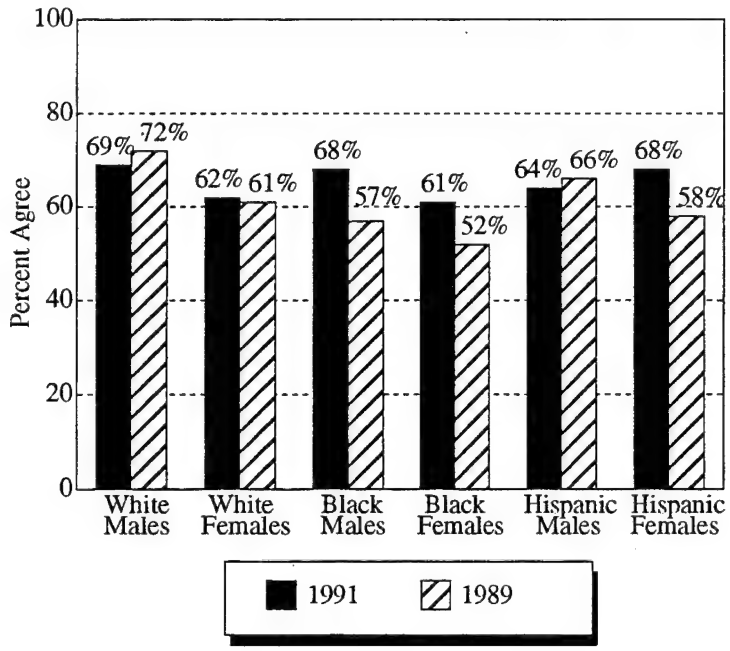

Figure 17. Officer responses to "My supervisor gives me feedback on how well I am doing my job" in 1991 compared to 1989.

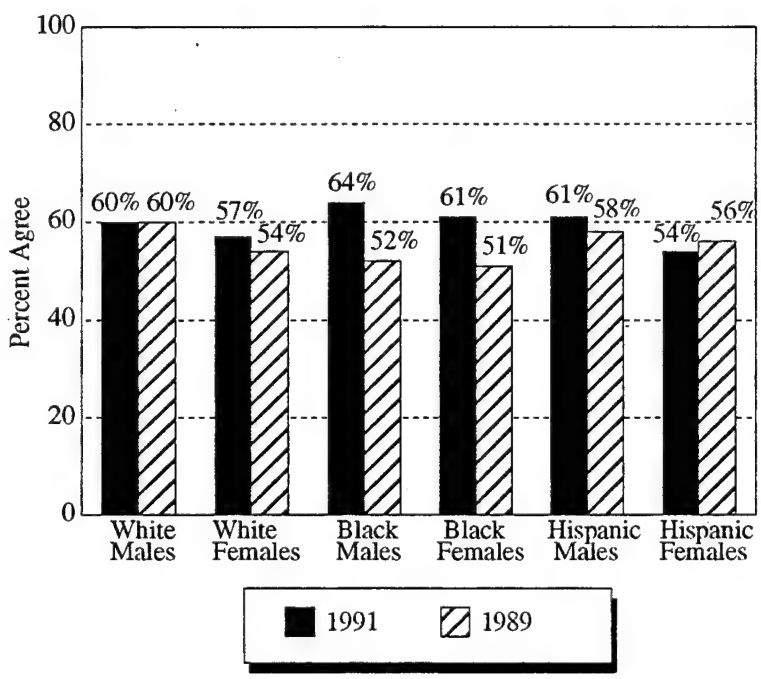

Figure 18. Enlisted responses to "My supervisor gives me feedback on how well I am doing my job" in 1991 compared to 1989.

Interpersonal Relations

Module Level

Figure 19 presents the officer and enlisted means for the Interpersonal Relations[8] module. ANOVAs indicated that there were gender and racial/ethnic effects for both officer and enlisted groups. While both effects for enlisted were small, the racial effect for officers was medium and the gender effect small. As can be seen from Figure 19, this was due mainly to the perceptions of Black officers. The perceptions of White and Hispanic officers did not significantly differ. The differences between Blacks and Whites are also of practical significance: Black female officers and Black male officers were clearly less positive than White male officers.

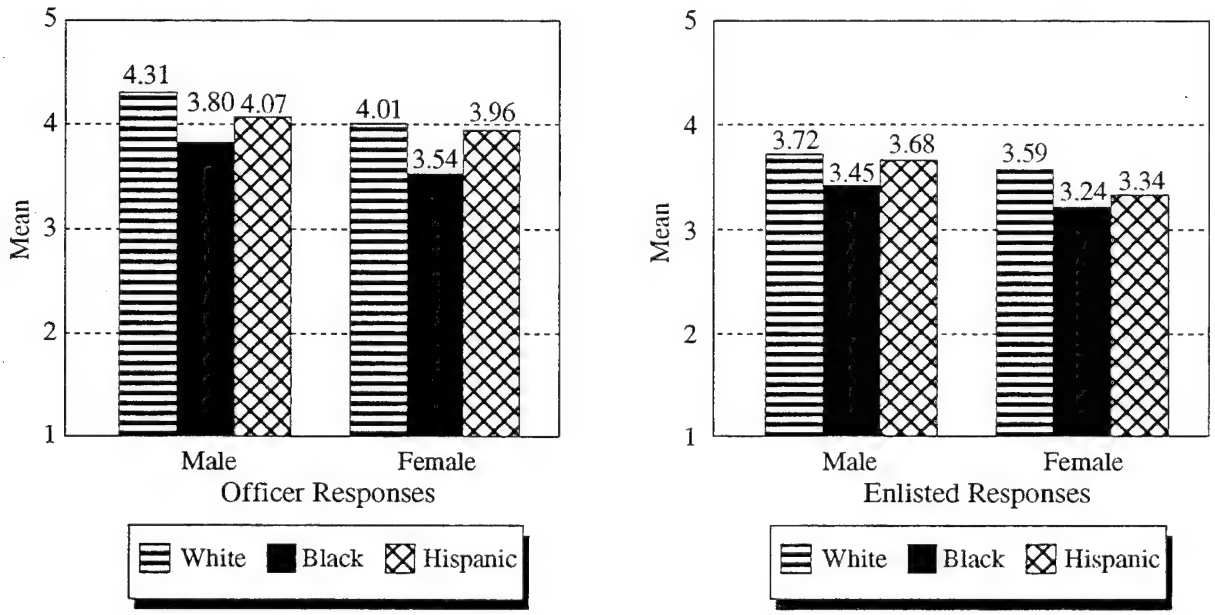

Figure 19. Interpersonal Relations module means for officers and enlisted personnel.

Individual Items

Perceptions of discrimination are shown in Table 4, which presents officer and enlisted agreement with items asking whether anti-Black, anti-Hispanic, and anti-female discrimination are common at the command. Anti-Hispanic discrimination was perceived to be less common than either anti-Black or anti-female discrimination. Further, while enlisted personnel perceived more

[8]Items in the Interpersonal Relations module assess issues related to perceptions of discrimination. The module was called "Interpersonal Relations" rather than "Discrimination" to avoid negative connotations, which might have biased the results.

discrimination than officers, the gap between White and Black or White and Hispanic officers is larger than between the comparable enlisted groups. The highest discrimination rates were obtained for women's perceptions of anti-female discrimination. Twenty-seven percent of female enlisted (18% of women officers) agreed that anti-female discrimination was common at their command.

Table 4

Perceptions of Discrimination

	Officers	Enlisted
Item: Anti-Black discrimination is common at this command (% Agree)		
Whites	5	17
Blacks	15	21
Item: Anti-Hispanic discrimination is common at this command (% Agree)		
Whites	4	12
Hispanics	9	12
Item: Anti-female discrimination is common at this command (% Agree)		
Males	7	15
Females	18	27

1989 Versus 1991

Among Black officers (see Figure 20) the percentages that agreed that "Anti-Black discrimination is common at my command" are about the same as in 1989. On the 1989 NEOSH Survey, about one third of the Black enlisted agreed with this item. As can be seen from Figure 21, the percentage of Black enlisted males who agreed with this item decreased 11 percentage points in 1991. The decrease for Black enlisted women was smaller (4 percentage points) and not statistically significant.

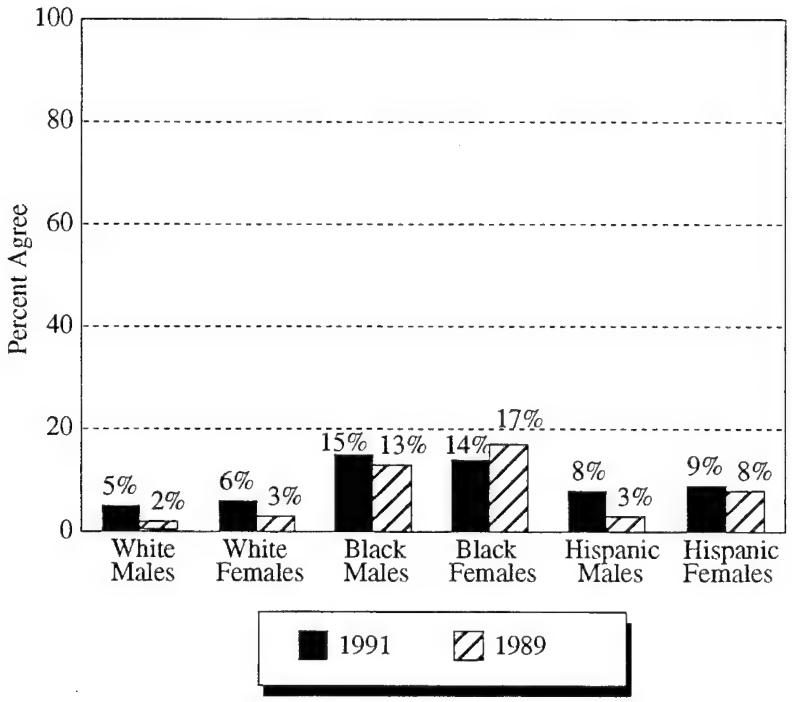

Figure 20. Officer responses to "Anti-Black discrimination is common at my command" in 1991 compared to 1989.

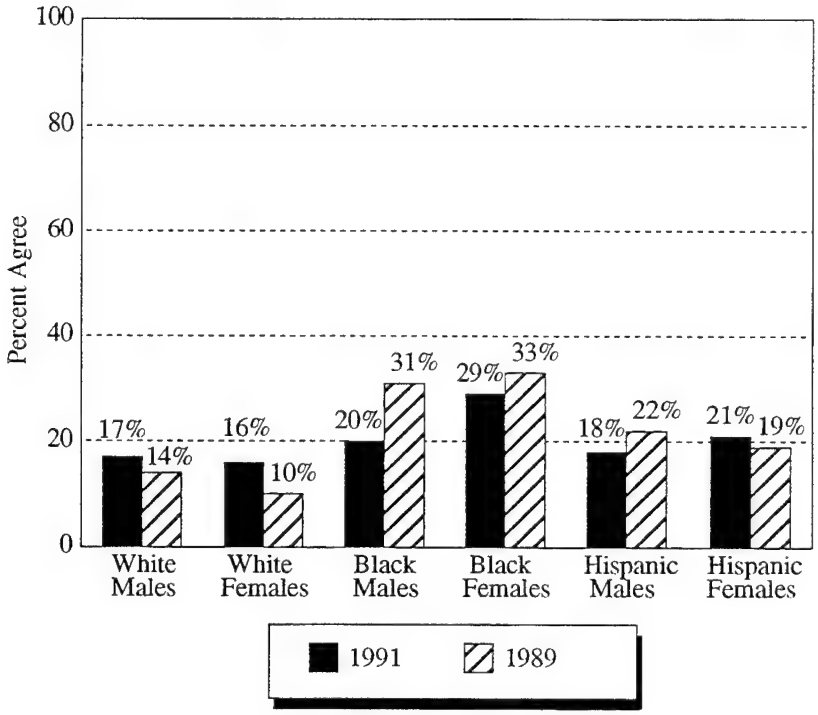

Figure 21. Enlisted responses to "Anti-Black discrimination is common at my command" in 1991 compared to 1989.

Grievances

Module Level

Figure 22 presents the means for the Grievances module. There were statistically significant racial/ethnic and gender effects for both officers and enlisted. All effect sizes were small, however, except for a medium gender effect among officers: Male officers clearly had more positive perceptions of grievances issues than their female counterparts. While none of the differences between enlisted groups was greater than 0.5, there was a difference greater than 0.5 among officers: Black females were notably less positive than their White male counterparts.

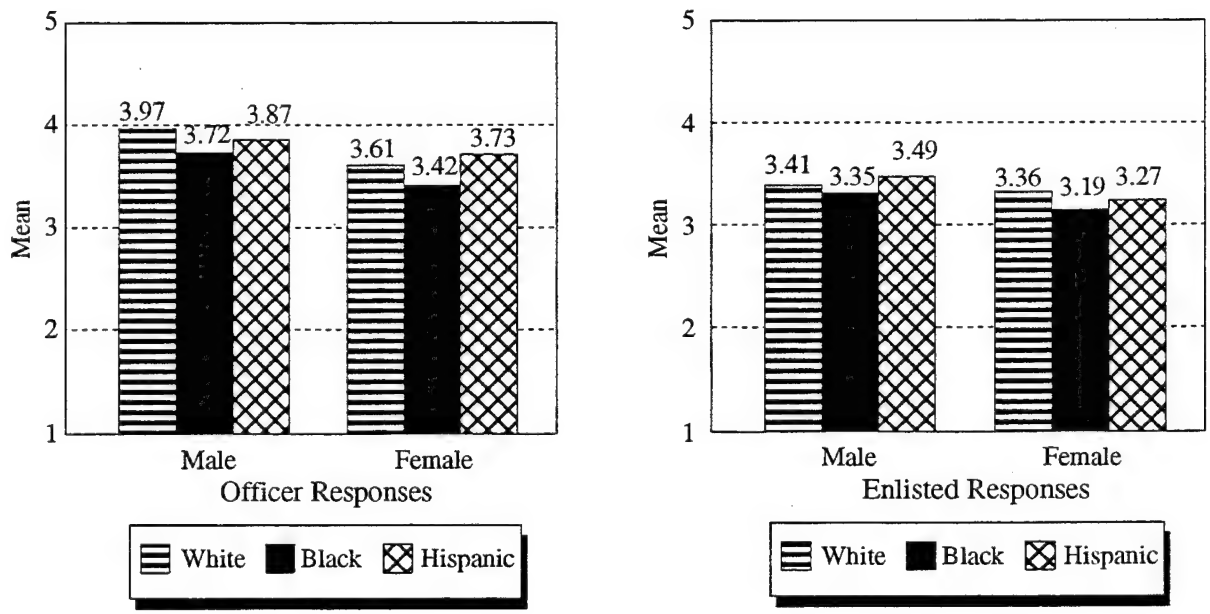

Figure 22. Grievances module means for officers and enlisted personnel.

Individual Items

The differences between enlisted groups were small for all Grievances items but were clearly larger among officers. Women officers (particularly Black women) were less likely than their male counterparts to agree that: (1) The chain of command is an effective way to resolve EO problems (51% vs. 73%), (2) they felt free to report unfair treatment without fear of negative consequences (55% vs. 75%), and (3) a grievance would be given a fair hearing at their command (56% vs. 78%). While the overall rates of agreement among enlisted were much lower than among officers for these items, the gap between enlisted males and females was much smaller (7 percentage points or less) than for officers. Figure 23 illustrates these findings for the item, "The chain of command here is an effective way to resolve equal opportunity problems."

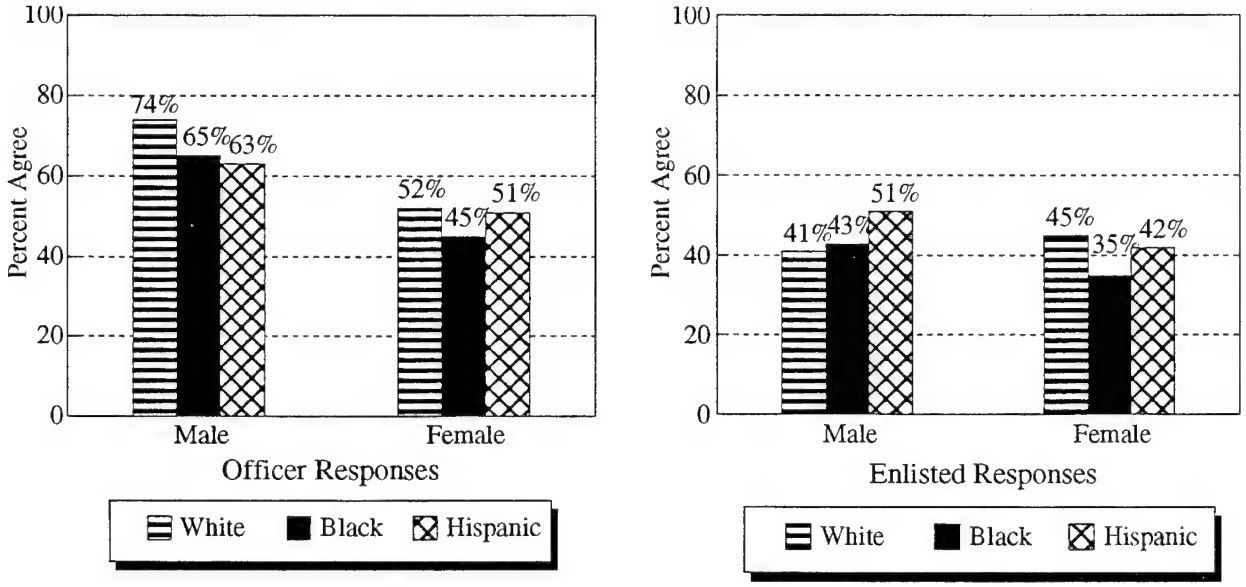

Figure 23. Responses to "The chain of command here is an effective way to resolve equal opportunity problems."

1989 Versus 1991

While for most items on the NEOSH Survey, the 1991 perceptions of minorities and women were generally more positive than in 1989, items on the Grievances module were an exception. There were no clear patterns on the four common items: 1991 responses tended to be similar, slightly higher, or slightly lower than 1989. Figures 24 and 25, which present the percentage agreement with the item, "I feel free to report unfair treatment at this command without fear of bad things happening to me," illustrate this variability. Although there was a tendency for Black males (officers and enlisted) to agree more with this item in 1991 than in 1989, the other officer and enlisted groups (including White males) are either about the same or less positive than in 1989.

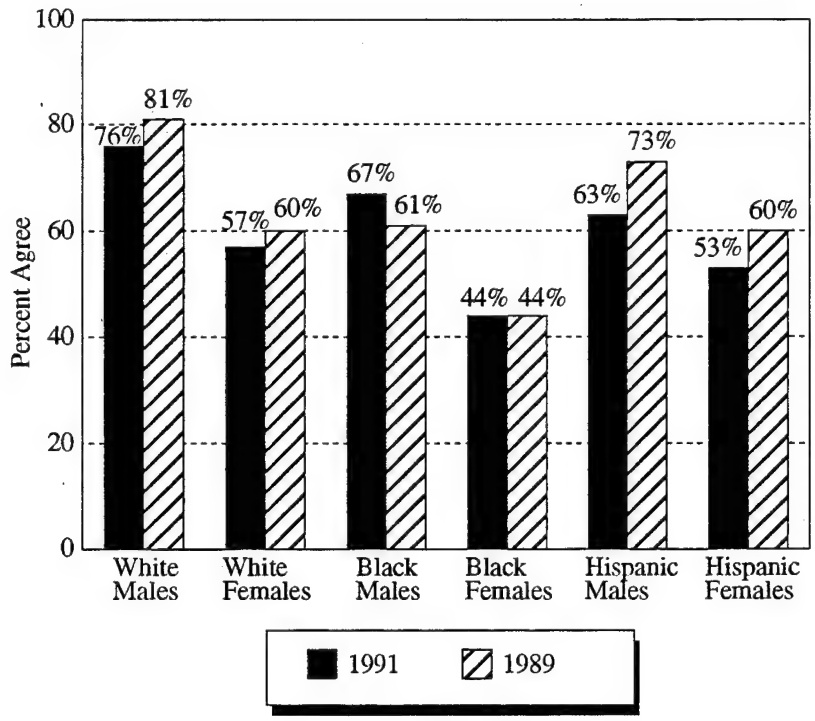

Figure 24. Officer responses to "I feel free to report unfair treatment at this command without fear of bad things happening to me" in 1991 compared to 1989.

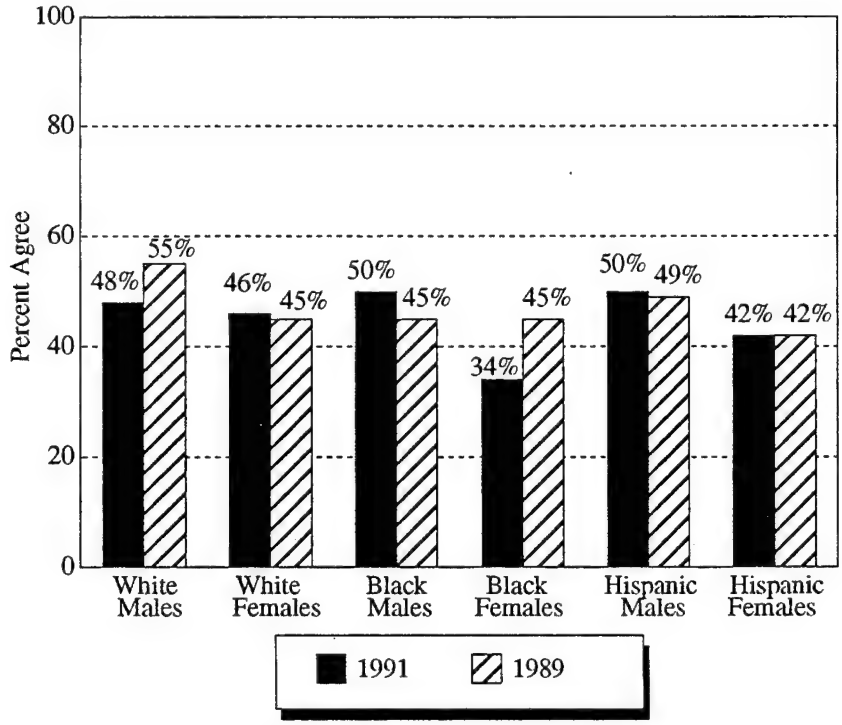

Figure 25. Enlisted responses to "I feel free to report unfair treatment at this command without fear of bad things happening to me" in 1991 compared to 1989.

Discipline

Module Level

Figure 26 presents the means for the Discipline module. While there were significant racial/ethnic and gender effects for both officers and enlisted, the racial/ethnic effects are more notable. Effect size tests indicated that for both officers and enlisted the racial/ethnic effects were large—the only large effects among all the NEOSH Survey modules. As can be seen from Figure 26, Blacks were clearly less positive than Whites or Hispanics in their perceptions of discipline in the Navy. Furthermore, Hispanics were somewhat less positive than Whites. These large racial/ethnic effects have practical significance as well. The means of Blacks (males and females, officers and enlisted) were 0.5 or more lower than those of their White and Hispanic counterparts. Only among male officers was the difference between Blacks and Hispanics less than 0.5.

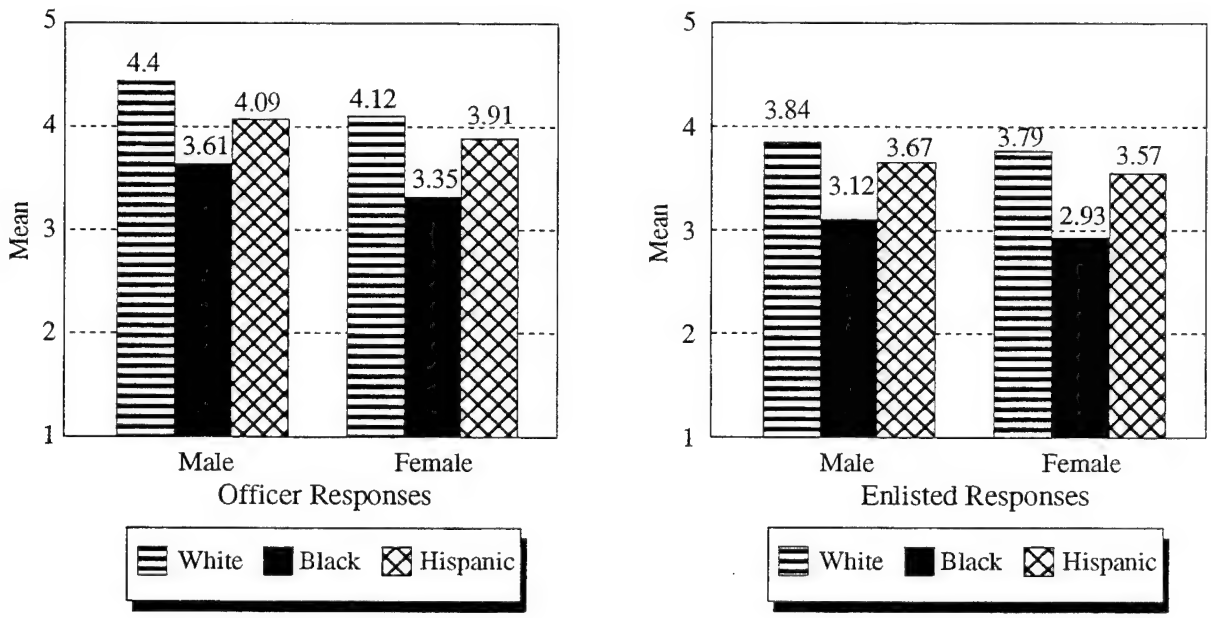

Figure 26. Discipline module means for officer and enlisted personnel.

Individual Items

Responses to the individual items mirrored the large racial/ethnic effects found in the overall module. While the absolute percentages were low, more Blacks than Whites or Hispanics agreed that "Minorities are more likely than others to get unfavorable discharges that they don't deserve" (see Figure 27). About one quarter of Black respondents agreed with this item compared to about 10% or less of White respondents and Hispanic female respondents.

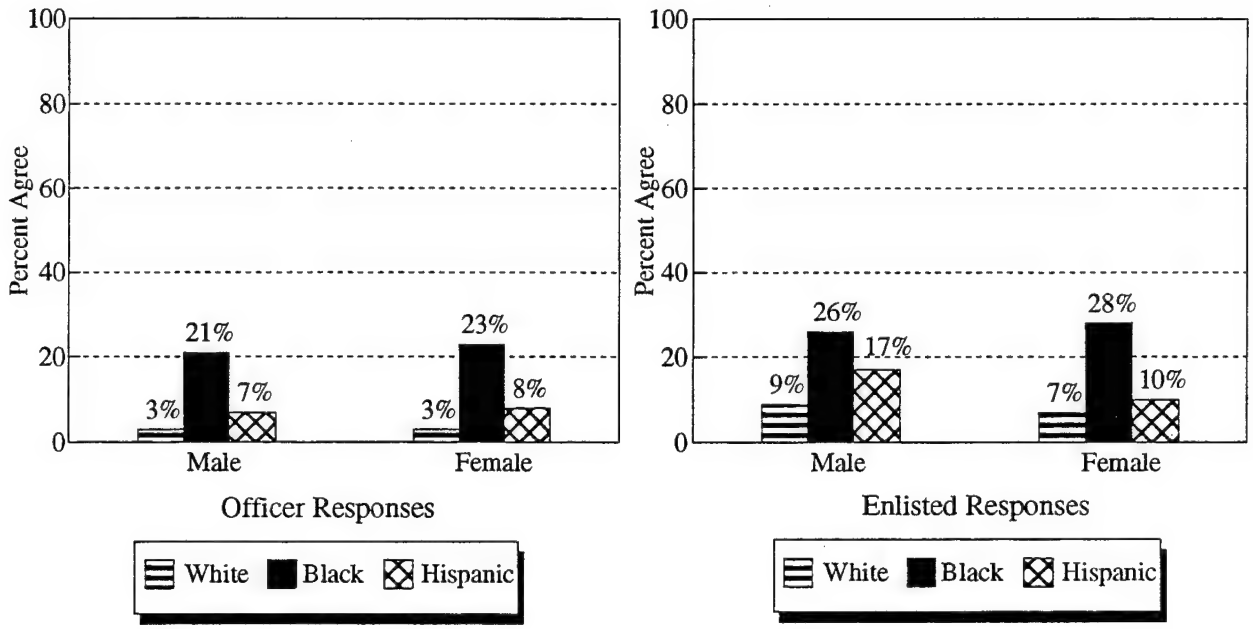

Figure 27. Responses to "Minorities are more likely than others to get unfavorable discharges they don't deserve."

1989 Versus 1991

On both the 1989 and 1991 NEOSH Surveys, respondents were asked whether "Minorities are more likely than others to get unfavorable discharges that they don't deserve." As Figures 28 and 29 show, the perceptual gap between Blacks and the other groups on this item lessened in 1991, particularly among officers. In 1989, 31% of Black male and 32% of Black female officers agreed with this item; in 1991, 21% and 23%, agreed, respectively. On the enlisted side, while Blacks were less in agreement with this item in 1991 than 1989, the differences across survey administrations were less than 10 percentage points.

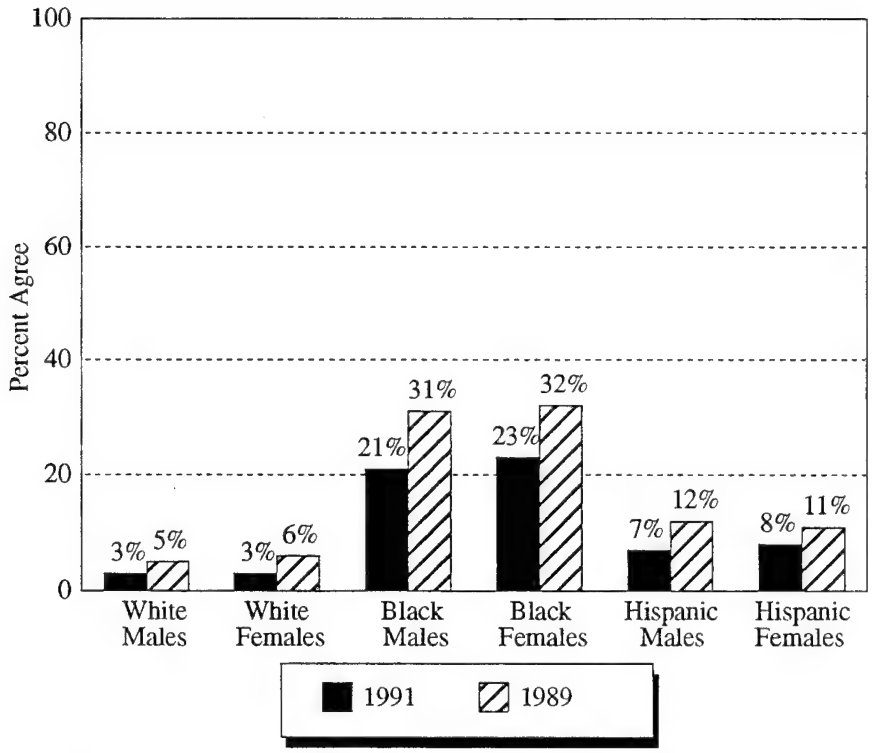

Figure 28. Officer responses to "Minorities are more likely than others to get unfavorable discharges that they don't deserve" in 1991 compared to 1989.

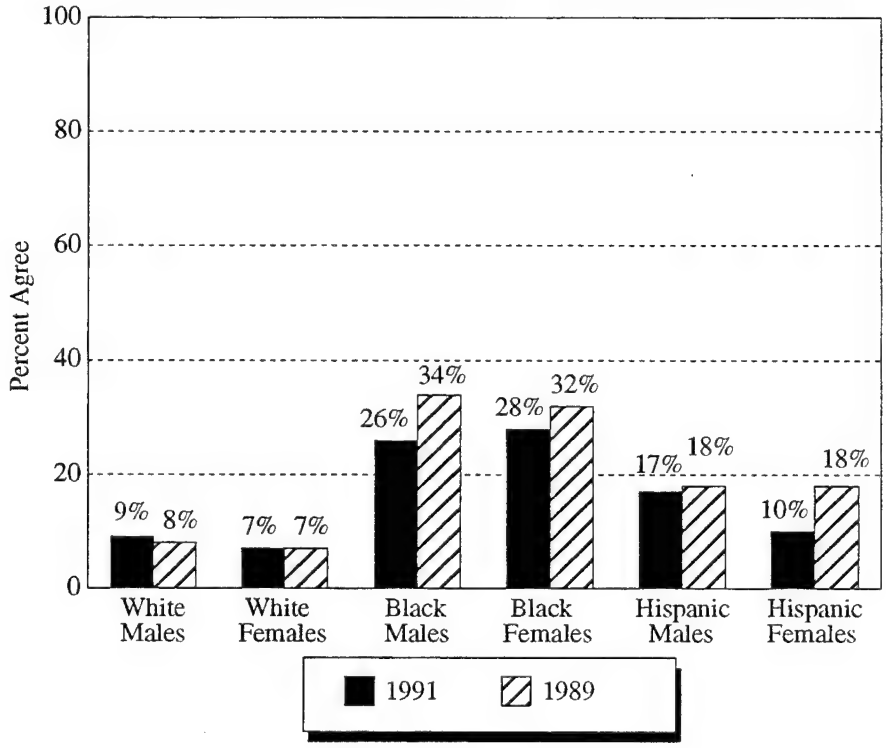

Figure 29. Enlisted responses to "Minorities are more likely than others to get unfavorable discharges that they don't deserve" in 1991 compared to 1989.

Performance Evaluation

Module Level

Figure 30 presents the means for the Performance Evaluation module. ANOVAs indicated significant gender and racial/ethnic effects (Blacks less positive than Hispanics and Whites, who did not differ) for both officers and enlisted. All effects were small except for the officer gender effect, which was medium. Female officers were clearly less positive in their performance evaluation perceptions than their male counterparts. In terms of practical significance, the only difference that was greater than 0.5 was between Black female and White male officers.

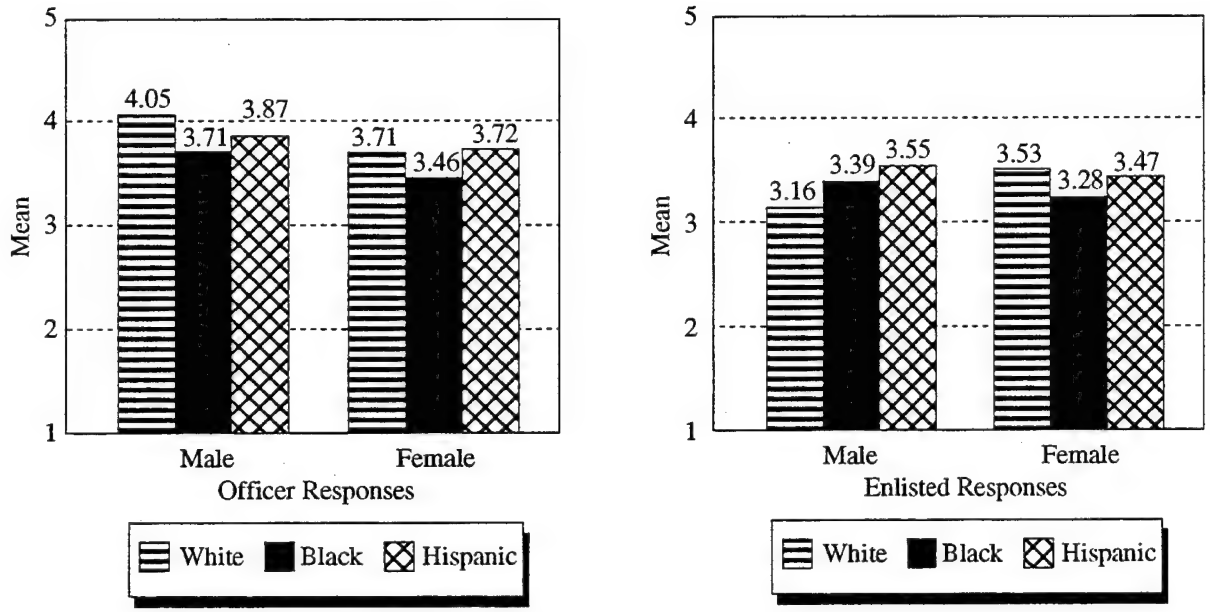

Figure 30. Performance evaluation module means for officer and enlisted personnel.

Individual Items

Minorities and women were more likely than White males to agree that the Navy's performance evaluation system favors White males. Figure 31 presents the percentages of officers and enlisted who agreed with this item. As can be seen, while almost no White males endorsed this item, the rate of agreement was notably higher among the other groups, particularly Black female officers and Black enlisted (both males and females). Interestingly, responses to the item that followed, "The Navy's performance evaluation favors minorities" indicated no clear perceptions of discrimination against Whites in favor of minorities. While White male officers (10%) and White male enlisted (14%) did agree more with this item than minority members and females, the differences were clearly less than for the previous item.

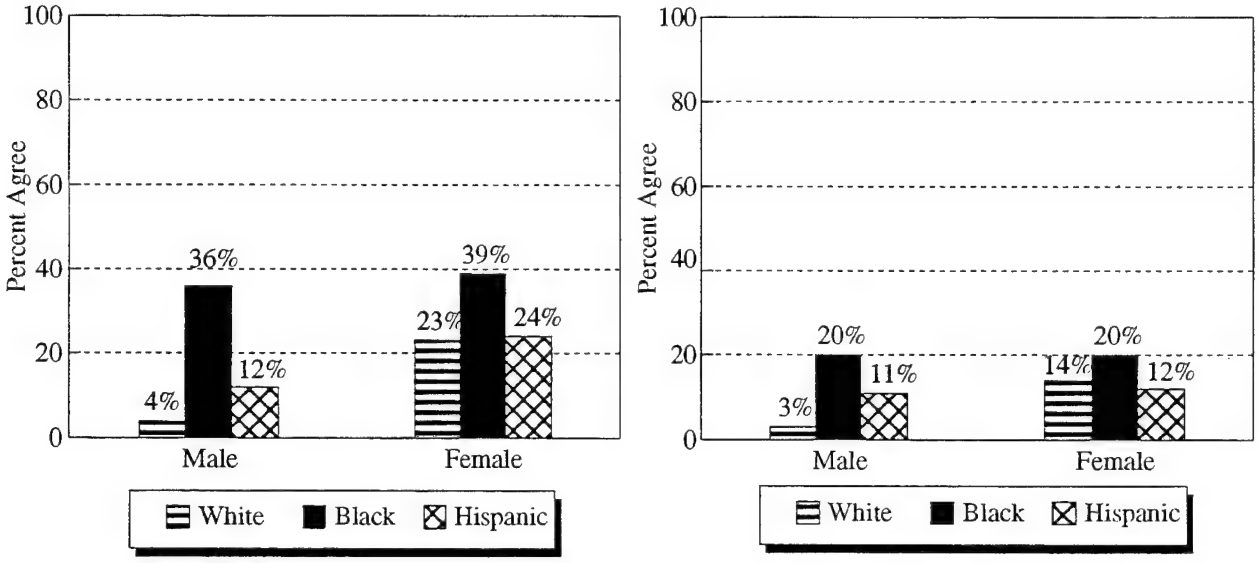

Figure 31. Responses to "The Navy's performance evaluation system favors White males."

1989 Versus 1991

Both the 1989 and 1991 surveys included the item, "I usually get the recognition that I deserve" (Figures 32 and 33). Although the differences were small, there was a tendency among enlisted in 1991 for White females and Blacks (males and females) to agree with this statement more than they had in 1989. The greatest change was among Black male officers, half of whom agreed with this item in 1989, as compared to nearly two thirds in 1991. In 1989, Black male officers differed from their White and Hispanic counterparts; however, in 1991, their perceptions were similar.

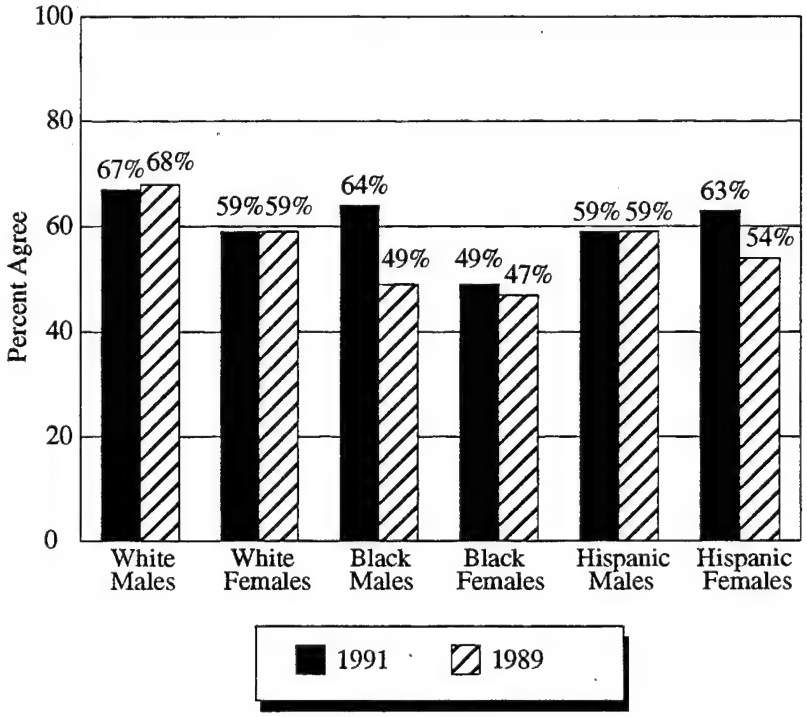

Figure 32. Officer responses to "I usually get the recognition that I deserve" in 1991 compared to 1989.

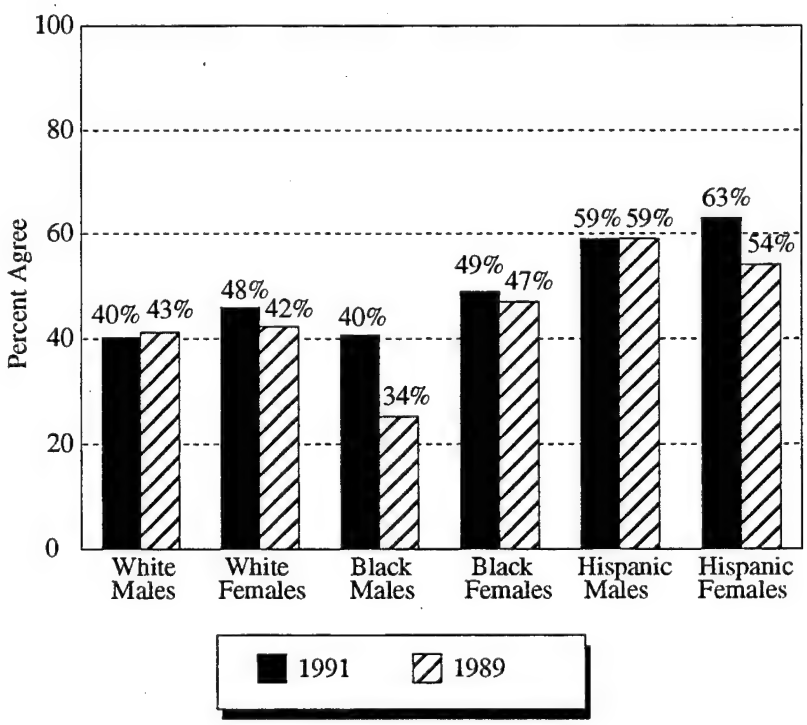

Figure 33. Enlisted responses to "I usually get the recognition that I deserve" in 1991 compared to 1989.

Promotions/Advancement

Module Level

Figure 34 presents the means for the Promotions/Advancement module. There was a small race/ethnic effect for officers and a small race/ethnic effect for enlisted. Inspection of the individual means indicates that the differences between groups were small. The means for the officer and enlisted groups differed by less than 0.5.

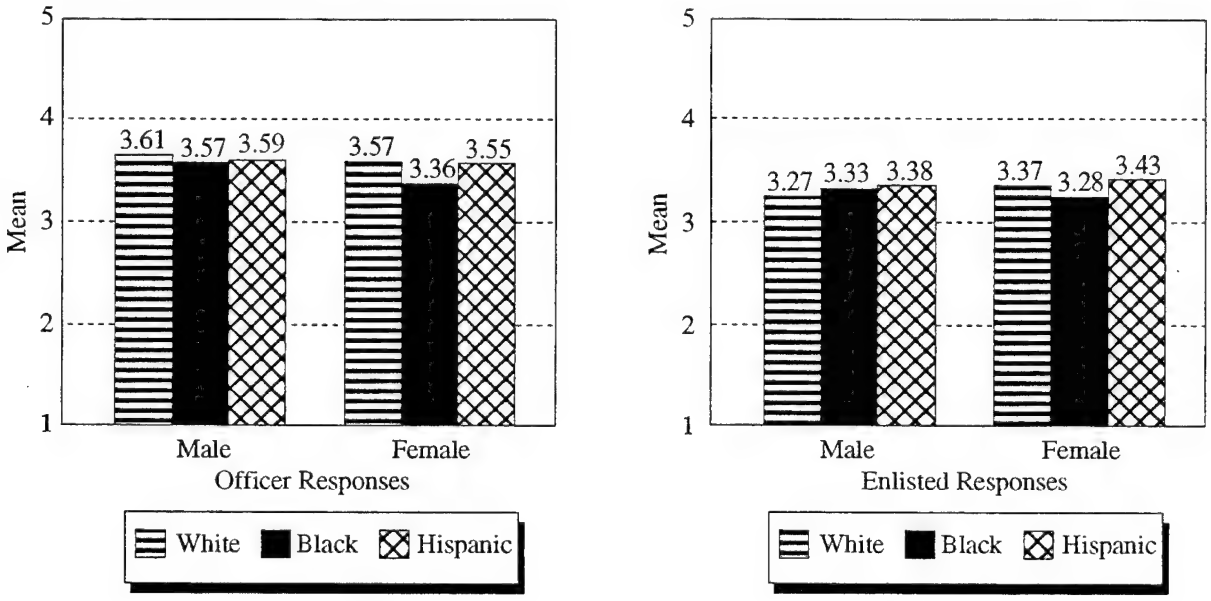

Figure 34. Promotions/Advancement module means for officer and enlisted personnel.

Individual Items

Among officers, there were a number of notable differences between groups for the item, "I have to work harder to get promoted/advanced than other people do" (see Figure 35). Only one fifth of White male officers agreed with the item as compared to more than half of Black male and nearly two thirds of Black female officers. The pattern for enlisted was similar, but the differences between White males versus Black males and Black females was less than for officers.

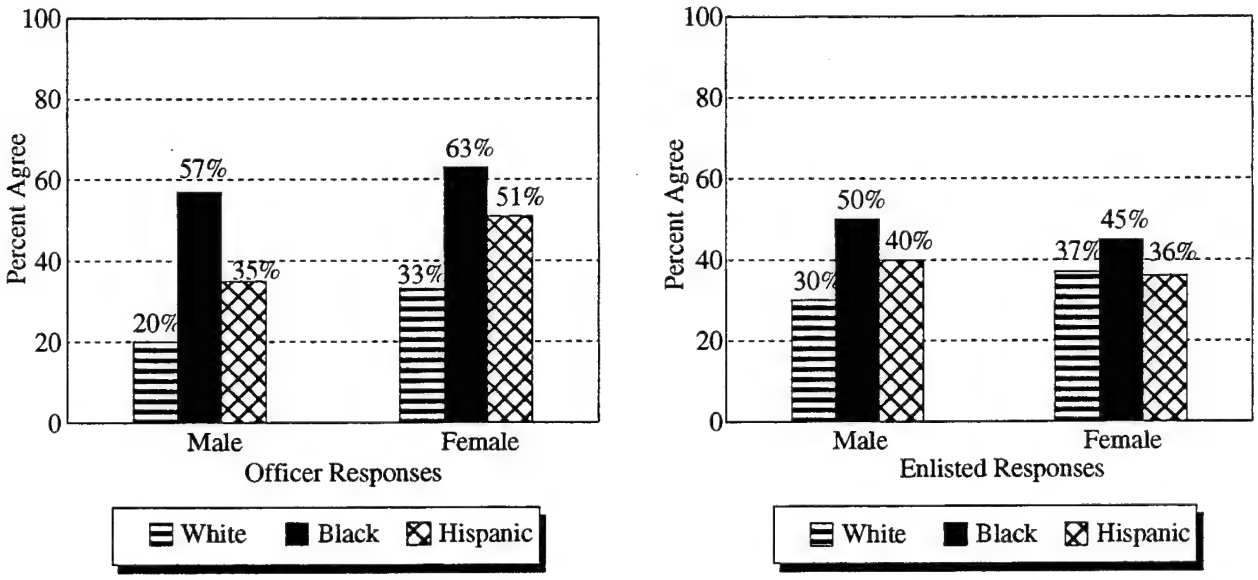

Figure 35. Responses to "I have to work harder to get promoted/advanced than other people do."

1989 Versus 1991

In both survey years, respondents were presented the statement, "Some people get promoted/ advanced quicker just because they are minorities" (Figures 36 and 37). As can be seen, White males (both officers and enlisted) agreed more in 1991 than in 1989.

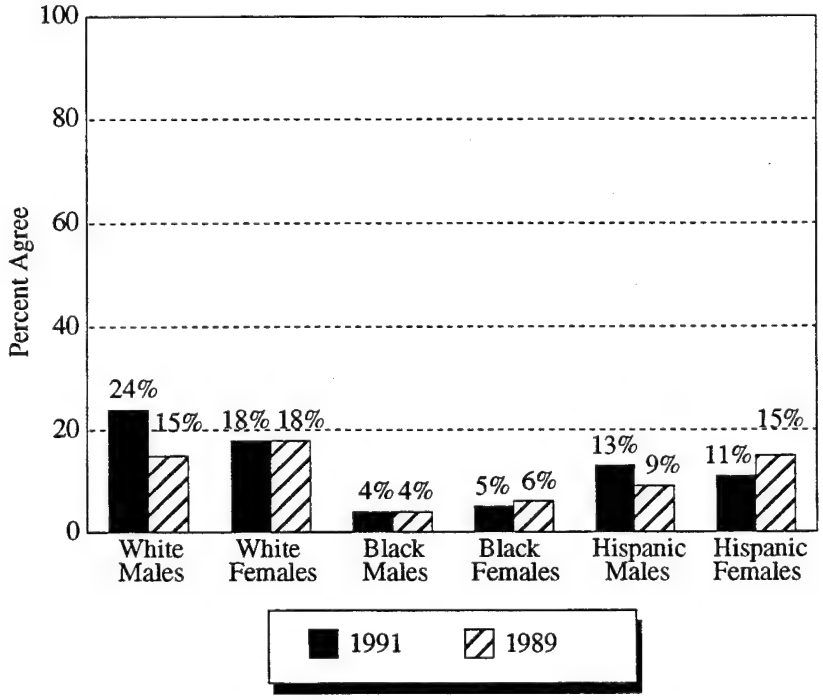

Figure 36. Officer responses to "Some people get promoted/advanced quicker just because they are minorities" in 1991 compared to 1989.

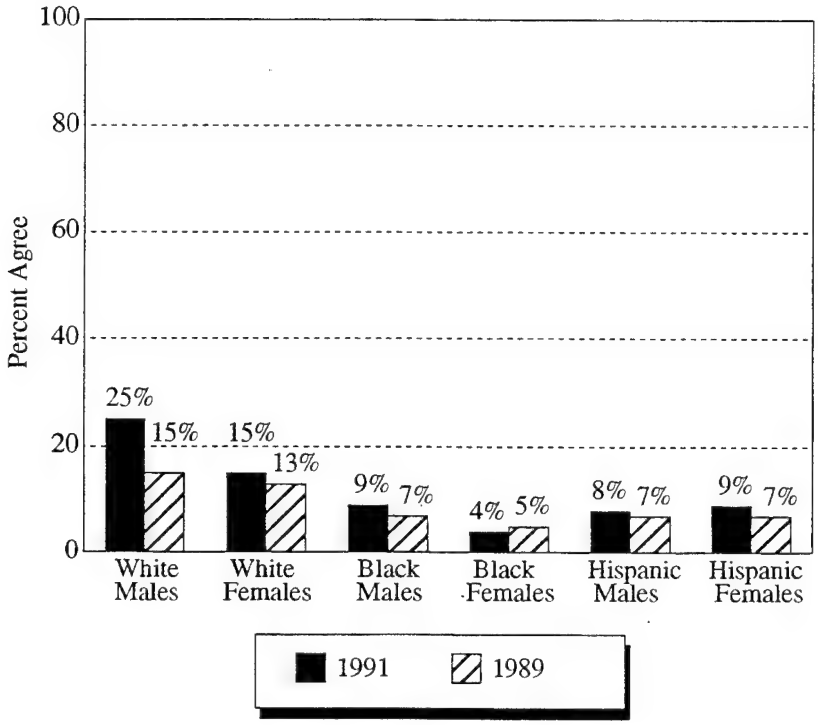

Figure 37. Enlisted responses to "Some people get promoted/advanced quicker just because they are minorities" in 1991 compared to 1989.

Social Support

Module Level

Figure 38 shows the means for the Social Support module. Significant but small race/ethnic effects were found for both officers and enlisted but no gender differences. As can be seen from Figure 38, none of the differences between means was greater than 0.5.

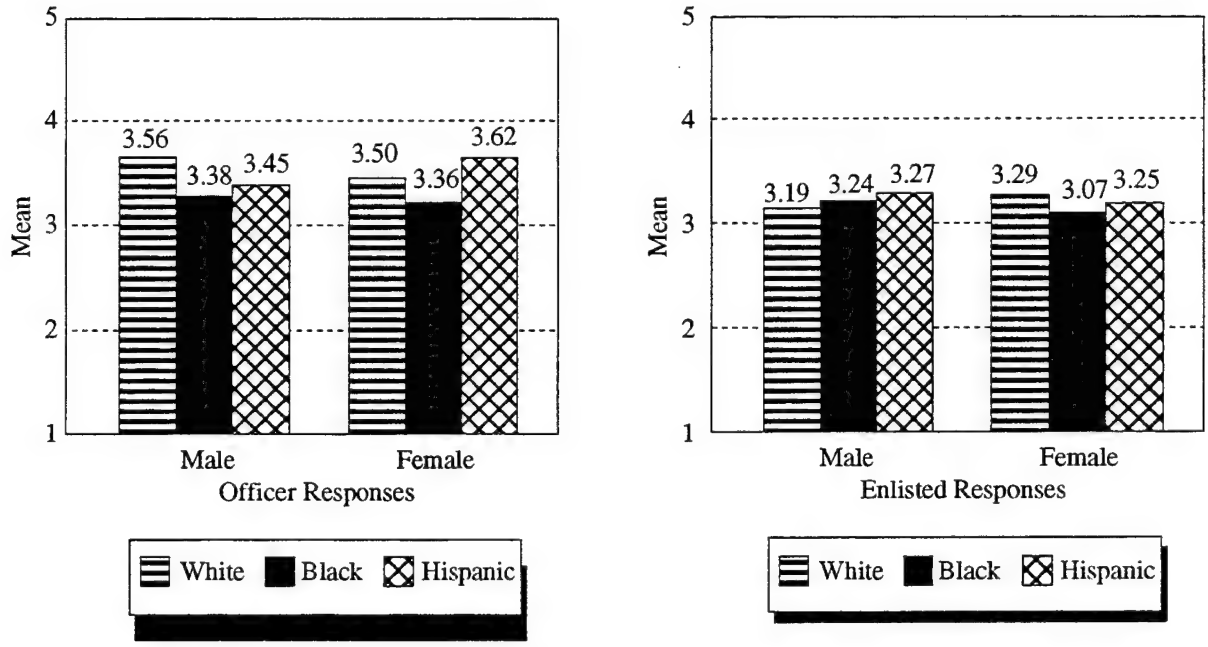

Figure 38. Social Support module means for officer and enlisted personnel.

Individual Items

The small differences in the module means were reflected at the individual item level. However, one interesting set of findings was obtained for the item, "There are Navy people outside my chain of command whom I can turn to for advice and assistance." The percentages of agreement with this item are presented in Figure 39. On a positive note, over 70% of each group agreed. While the differences between groups were small, there was a consistent tendency among both officers and enlisted for females to agree with this item more than their male counterparts.

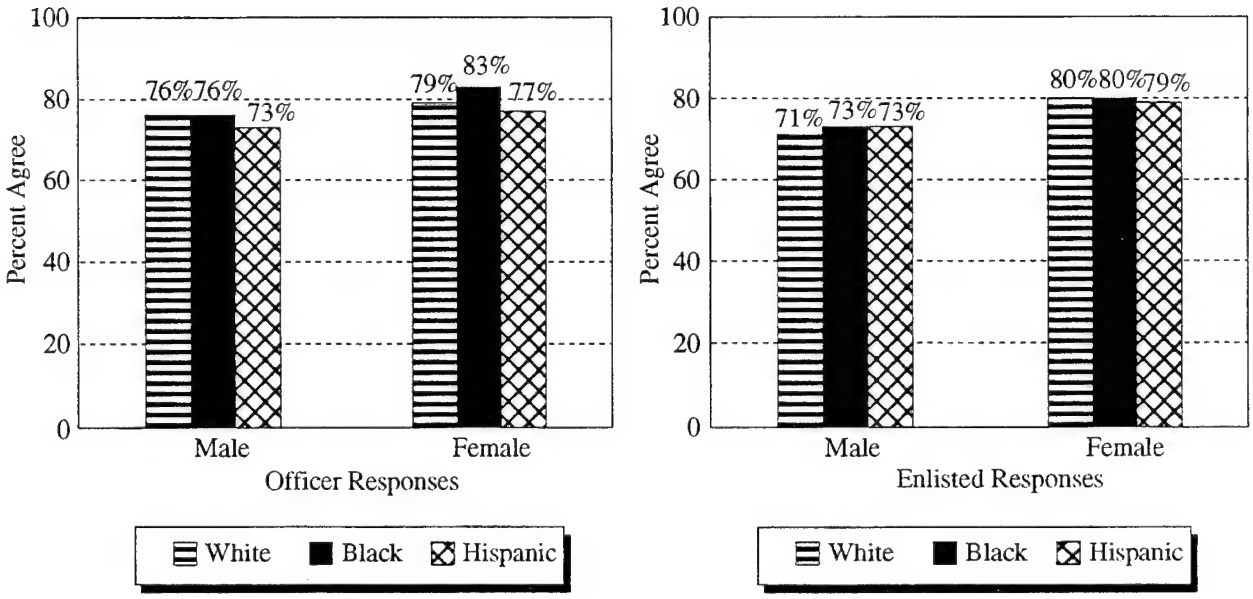

Figure 39. Responses to "There are people outside my chain of command whom I can turn to for advice and assistance."

1989 Versus 1991

Social Support was a new module on the 1991 NEOSH Survey. None of the items appeared in 1989.

General Issues/Navy Satisfaction

Module Level

Figure 40 presents the means for the General Issues/Navy Satisfaction[9] module. Small race/ethnic and gender effects were obtained for enlisted, and a small gender effect was found for officers. There were no significant racial/ethnic differences for officers. Inspection of the means indicated that none of the differences between groups was greater than 0.5.

[9]Although called "General Issues" on the NEOSH Survey, items within this module assess satisfaction with the Navy. The module was labeled General Issues to avoid biasing the responses in a socially desirable way (i.e., in the direction of being satisfied with the Navy).

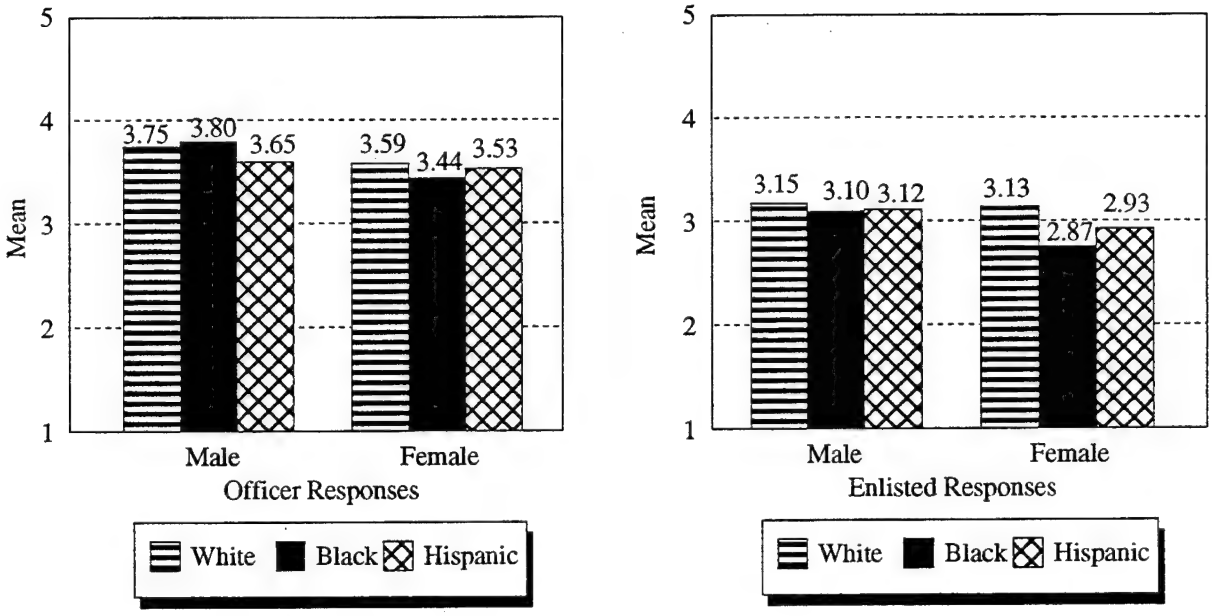

Figure 40. General Issues/Navy Satisfaction module means for officer and enlisted personnel.

Individual Items

While the item differences were generally small, Black female officers were less likely to agree that the command provides the information people need to make decisions about staying in the Navy than their White male counterparts (see Figure 41).

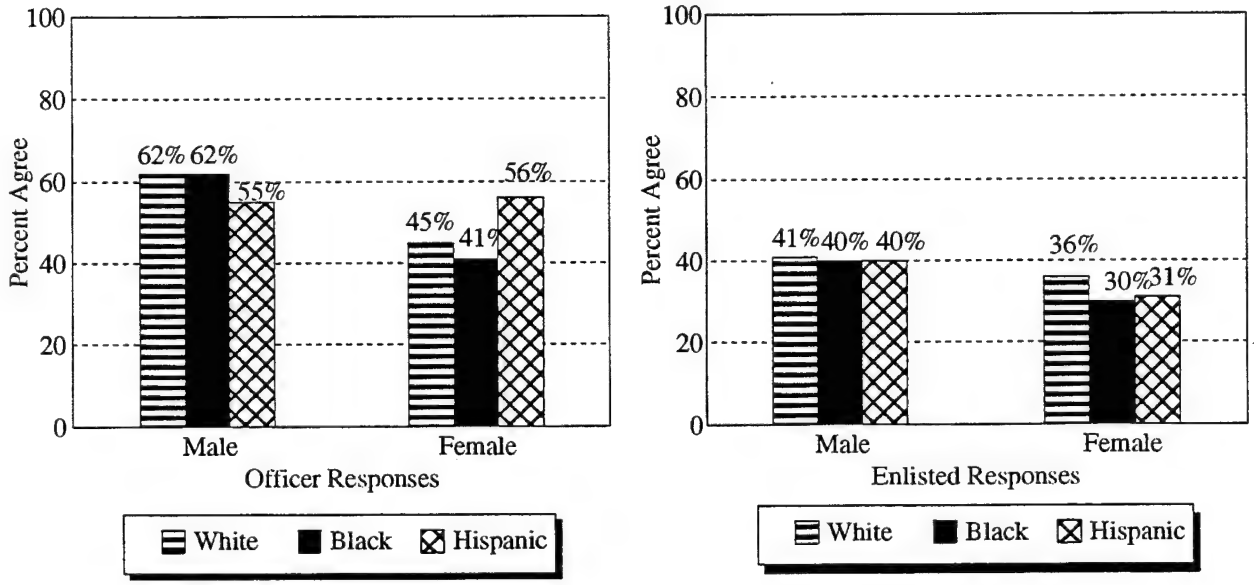

Figure 41. Responses to "This command provides the information people need to make decisions about staying in the Navy."

1989 Versus 1991

Figures 42 and 43 show the percentages of officers and enlisted who would recommend the Navy to others. As can be seen, over three fourths of all groups except for Black female officers agreed with this item; about two thirds of Black female officers agreed, a slight decrease from 1989. On the enlisted side, about 60% of Whites (both males and females) would recommend the Navy to others, a rate of agreement about 10 percentage points higher than found in the other four enlisted groups. While there are fluctuations between survey administrations on this item, none of the rates of agreement changed more than 10 percentage points between 1989 and 1991 among either officers or enlisted.

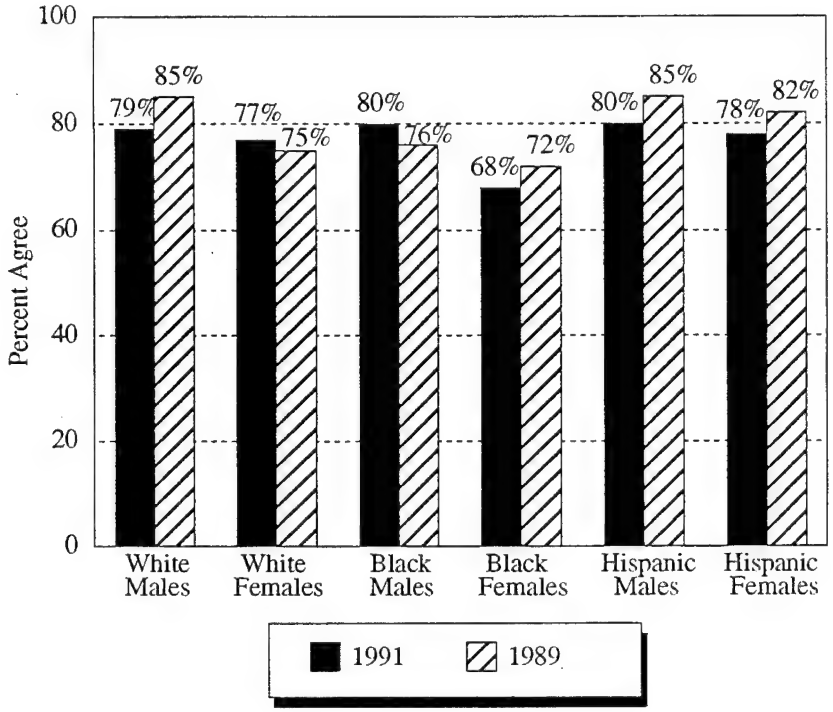

Figure 42. Officer responses to "I would recommend the Navy to others" in 1991 compared to 1989.

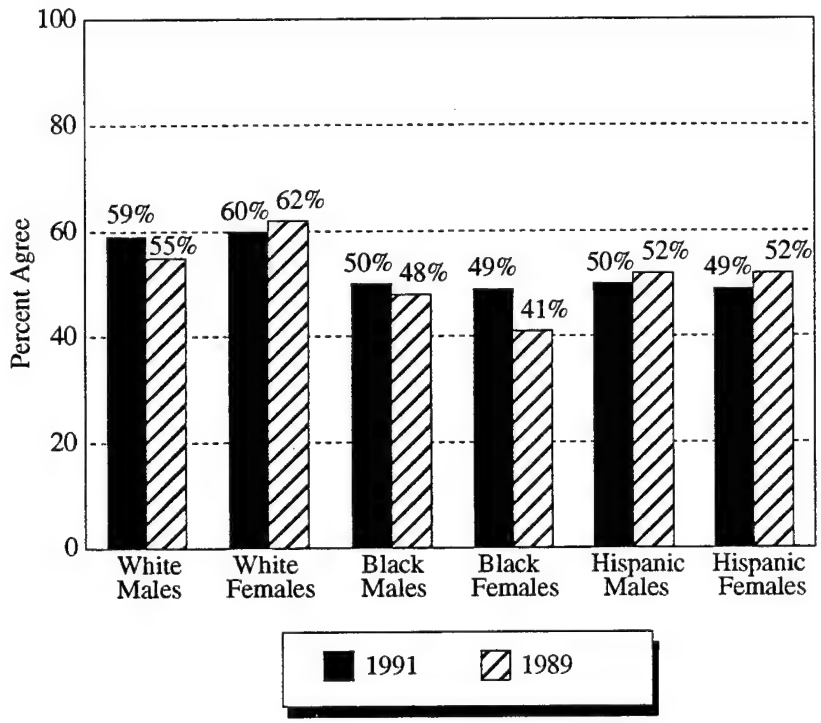

Figure 43. Enlisted responses to "I would recommend the Navy to others" in 1991 compared to 1989.

Summary of Module Findings

Table 5 summarizes the results of the ANOVAs testing for race/ethnic and gender effects on the NEOSH Survey modules. While there were main (i.e., independent) effects of race and gender, none of the potential race/ethnic by gender interactions were significant. In general, the EO perceptions of women were less favorable than those of men and the perceptions of Blacks were less positive than those of Whites and Hispanics. There was no evidence that being in two minority groups (e.g., Black females) had a unique impact on EO perceptions. However, in the case of Black women, being a member of two minority groups that both had relatively lowered EO perceptions resulted in Black women having less positive EO perceptions than members of other groups.

As Table 5 indicates, most of the possible main effects due to race/ethnic status or gender were statistically significant. Among officers, 9 of the 11 possible effects due to race/ethnic status were significant as were 9 of the 11 possible gender effects. Among enlisted, there were significant race/ethnic main effects for 10 of the 11 modules and gender effects for 7 of the modules.

The "description" columns of Table 5 indicate the direction of these statistical effects. For gender, in all cases the perceptions of males were more positive than those of females. For racial/ethnic status, the general findings were that Whites and Hispanics had more positive EO perceptions than Blacks but that the EO perceptions of Whites and Hispanics were similar. Exceptions to this pattern were obtained among enlisted for the Interpersonal Relations (which taps perceptions of discrimination) and Discipline modules, and among officers for the Discipline module. In these instances, White perceptions were significantly more positive than those of Hispanics. In general,

however, White-Hispanic perceptions were even more similar in 1991 than on the 1989 NEOSH Survey.

Table 5

NEOSH91: Effect Size Summary

Module	Race	Gender	Description Race Effect	Description Gender Effect
		Officers		
Assignments	Small	Small	B < W, H	F < M
Training	--	Small		F < M
Leadership	Small	Small	B < W, H	F < M
Communications	Small	Small	B < W, H	F < M
Interpersonal Relations	Medium	Small	B << W, H	F < M
Grievances	Small	Medium	B < W, H	F << M
Discipline	Large	Small	B <<< W, H; H < W	F < M
Performance Evaluation	Small	Medium	B < W, H	F << M
Promotions/Advancement	Small	--	B < W, H	
Social Support	Small	--	B<W, H	
Navy Satisfaction	--	Small		F < M
		Enlisted		
Assignments	Small	--	B < W	
Training	Small	Small	B < W	F < M
Leadership	Small	--	B < W, H	
Communications	--	Small		F < M
Interpersonal Relations	Small	Small	B < W, H; H < W	F < M
Grievances	Small	Small	B < W, H	F < M
Discipline	Large	Small	B <<< W, H; H < W	F < M
Performance Evaluation	Small	Small	B < W, H	F < M
Promotions/Advancement	Small	--	B < H	
Social Support	Small	--	B < W, H	
Navy Satisfaction	Small	Small	B < W	F < M

Note. NEOSH = Navy Equal Opportunity/Sexual Harassment.
< = Small difference in EO perceptions between groups.
<< = Medium difference in EO perceptions between groups.
<<< = Large difference in EO perceptions between groups.

Effect Size. Table 5 also summarizes the effect sizes for the officer and enlisted samples. As can be seen, most of the racial/ethnic and gender effects for both officers and enlisted were small. However, among officers a medium racial/ethnic effect was obtained for Interpersonal Relations and medium gender effects for Grievances and Performance Evaluation. A large effect was obtained for racial/ethnic differences in perceptions of Discipline for both officers and enlisted. All other enlisted racial/ethnic and gender effects were small.

Based on Table 5, the gender gap in EO perceptions appears to be larger among officers than enlisted. There were significant gender effects for 9 of the 11 officer modules as compared to 7 of the 11 enlisted modules. Also, while all the significant gender effects for enlisted were small, two of the officer gender effects (Grievances, Performance Evaluation) were of medium size.

Other NEOSH Survey Findings

Paygrade. In order to determine if the effects found for race and gender on the eleven modules were affected by respondent's paygrade, additional ANOVAs were performed. Enlisted personnel were divided into 3 paygrade groups: E-2 through E-3, E-4 through E-6, and E-7 through E-9. Due to the small number of E-1 respondents, they were not included in the analyses. Officers were divided into 2 paygrade groups: O-1 through O-3 and O-4 through O-6.

For enlisted personnel, the analyses revealed that there were statistically significant main effects for paygrade on all of the modules except Social Support. In general, a linear relationship was found. For each increase in paygrade group there was also a positive increase in EO perceptions. There were no significant interactions between race and paygrade, sex and paygrade, or race, sex, and paygrade. Therefore, the effects of race and sex discussed earlier were not significantly affected by enlisted paygrade.

For officer personnel, there were significant main effects of paygrade on all of the modules except Social Support. In line with enlisted personnel, officers at the senior level had more positive EO perceptions than their juniors. In addition, there were significant race/paygrade interactions on the Assignments, Training, and Discipline modules. Follow-up analyses using Tukey's test indicated that on the Assignments module, Hispanic officers' EO perceptions remained almost the same from the junior level (O-1 through O-3) to the senior level (O-4 through O-6); however, there was a significant positive increase in the EO perceptions of Black and White officers. Black (but not Hispanic or White) officer's EO perceptions also increased significantly on the Training module from the junior to senior level. On the Discipline module, Black junior officers had significantly less positive perceptions than both White and Hispanic officers. This trend was also evident at the senior level, although the gap between Whites and Blacks was narrower at the senior level. Both Black and Hispanic senior officers were significantly more positive than their counterparts at the junior level. As on the 1989 NEOSH Survey, senior officers generally had more positive EO perceptions than their junior counterparts. Furthermore, on the 1991 NEOSH Survey, the perceptual gap between White and minority officers is less among senior officers than among junior officers for the Discipline module.

Factual Items. Table 6 presents the responses to 15 factual items. Since the information sought was factual, responses were on a "Yes," "No," "Don't Know/Not Applicable" scale. As can be seen, over three fourths of officers and about half of enlisted indicated that their command has a Command Managed Equal Opportunity (CMEO) program. These fractions represent slight increases over the 1989 NEOSH Survey when 74% of officers and 43% of enlisted answered "yes" to this item. In 1991, over 40% of enlisted (and 22% officers) responded "Don't Know" to this item. Over two thirds of officers and half of enlisted indicated that they understood the Navy CMEO program. Few officers (29%) or enlisted (17%) said they were aware of the results of the last Command Equal Opportunity Assessment. Somewhat more than half of officers and over one third of enlisted indicated that they know of at least two individuals on the Command Assessment or Command Training Teams. A majority of both officers (57%) and enlisted (67%) indicated that they had attended Navy Rights and Responsibilities training at their command, a slight increase over the 1989 NEOSH Survey responses of officers (50%) and enlisted (62%). Nearly two thirds of officers and over 70% of enlisted had received training at their commands about fraternization. About three fourths of both officers and enlisted indicated they had received training about the prevention of sexual harassment at their command. Responses to an item assessing whether job-related training was received during the past year were uniformly affirmative. Over three fourths of officers and more than 80% of enlisted responded "yes." The responses varied little by racial/ethnic group or gender.

Two items assessed grievances. Although only about 1% of all officers (3% of female officers) and 3% of all enlisted (5% of female enlisted) indicated they had filed a grievance during the past year, about one quarter of officers (41% of Black female officers) and enlisted said they know someone who had filed a grievance.

Two items asked whether an award or promotion had been received during the past year. While nearly 40% of officers and slightly less than half of enlisted indicated they had received an award during the past year, Black females, both officers (26%) and enlisted (36%) were least likely to answer "yes" to this item. Over one third of both officers and enlisted said they had been promoted during the past year, with the highest rates being among Hispanic male officers (42%) and Black male enlisted (47%). The differences in promotion rates among the other groups were small.

Nearly two thirds of officers and over half of enlisted had served as a mentor for a junior person during the past year. Among enlisted, there was a notable difference in the percentage of White women (50%) compared to Black (39%) and Hispanic (36%) women who responded "yes" to this item.

The final two items focused on the Navy's discipline system. While virtually no officers indicated they had received a nonjudicial punishment (NJP) during the past year, about 7% of enlisted responded that they had. Furthermore, compared to White male enlisted (6%), the self-reported NJP rates for Black male enlisted (14%) and Hispanic male enlisted (10%) were somewhat higher. Among enlisted women, the NJP rate was 5% or less. Finally, less than 1% of officers and about 1% of enlisted indicated they had received a court-martial during the past year. There were no notable racial/ethnic or gender differences for this item.

Table 6

Officer/Enlisted Responses to Factual Items

	Officer			Enlisted		
	Yes	No	Don't Know	Yes	No	Don't Know
1. This Command has a Command Managed Equal Opportunity (CMEO) program.	77	4	22	51	6	43
2. I understand the Navy CMEO program.	71	18	11	50	26	25
3. I am aware of the results of the last annual Command Equal Opportunity Assessment.	29	57	14	17	58	26
4. I know of at least two individuals on the Command Assessment Team (CAT) or Command Training Team (CTT).	55	36	9	36	46	19
5. I have attended Navy Rights and Responsibilities (NR&R) training at this command.	57	42	1	67	29	4
6. I have received training at this command about fraternization.	66	33	1	71	28	2
7. I have received training at this command about the prevention of sexual harassment.	73	26	1	75	24	1
8. I have received job-related training (formal or on-the-job training) during the past year.	77	23	1	82	18	1
9. I know someone who has filed a grievance.	26	70	3	24	71	6
10. I filed a grievance during the past year.	1	99	0	3	96	1
11. I received an award during the past year.	39	61	0	48	52	1
12. I have been promoted during the past year.	34	66	0	38	62	0
13. I have served as a mentor for a junior person during the past year.	63	33	4	53	41	7
14. I have received a nonjudicial punishment (NJP) during the past year.	0	100	0	7	93	0
15. I received a court-martial during the past year.	0	100	0	1	99	0

Notes. 1. All numbers are in percentages.
2. Totals may not sum to 100% due to rounding.

Fraternization. There were 13 items on the 1991 NEOSH Survey that assessed issues related to fraternization. The first seven items used the "Strongly Disagree" to "Strongly Agree" scale and the last six items used frequency scales.

As can be seen from Table 7, almost all officers and enlisted said that they understand the Navy's policy on fraternization, the reasons for it, and what is and is not fraternization. These high rates of agreement were found among all racial/ethnic and gender subgroups.

Table 7

General Fraternization Items

	Percentage Agreement[a]	
	Enlisted	Officers
I understand the Navy's policy on fraternization	87	94
I understand the reasons for the Navy's policy on fraternization	82	94
I support the Navy's policy on fraternization	63	86
I understand what is and is not fraternization	81	88
Fraternization is occurring at this command	30	17
Fraternization is a problem at this command	12	7
This command would take prompt action to stop fraternization if someone reported it	50	69

[a] Percentage selecting "Agree" or "Strongly Agree."

While there was very high support for the Navy's fraternization policy among officers, there was less support for it among enlisted personnel. Interestingly, while female officers (77%) supported the Navy's fraternization policy less than their male officer counterparts (87%), enlisted males and females supported it equally.

Respondents were asked whether fraternization was occurring at their command. Female officers (38%) and female enlisted (45%) were much more likely to think so than their male officer (15%) or male enlisted (28%) counterparts. Very few officers or enlisted viewed fraternization as a problem at their command. Again, female officers and female enlisted agreed somewhat more than their male counterparts, but the differences were less than 10 percentage points.

While over two thirds of officers and half of enlisted believed that their command would take prompt action to stop fraternization if someone reported it, there was a clear gender gap between officers (male = 71%, female = 49%). Enlisted males and females responded similarly to this item, but there was a gap of 13 percentage points between Black male (52%) and Black female (39%) enlisted.

Frequency of Fraternization. As shown in Table 8, the most common response among both officers and enlisted regarding the frequency of fraternization was "Don't Know/Not Applicable."

Less than 10% of officers and less than 20% of enlisted indicated that fraternization occurred often or very often. Fraternization between enlisted and between men and women were the most common forms according to both officer and enlisted respondents.

Table 8

Fraternization Frequency

	Never	Rarely	Some-times	Often	Very Often	DK/ NA
Officer Responses						
8. How often does fraternization between enlisted personnel occur at this command?	18	21	15	5	3	38
9. How often does fraternization between enlisted and officer personnel occur at this command?	25	30	11	3	1	30
10. How often does fraternization between officer personnel occur at this command?	30	22	13	3	1	30
11. How often does fraternization between men occur at this command?	25	23	12	4	2	35
12. How often does fraternization between men and women occur at this command?	21	18	13	4	2	42
13. How often does fraternization between women occur at this command?	24	15	8	2	1	50
Enlisted Responses						
8. How often does fraternization between enlisted personnel occur at this command?	15	17	18	10	9	32
9. How often does fraternization between enlisted and officer personnel occur at this command?	21	18	15	5	3	38
10. How often does fraternization between officer personnel occur at this command?	17	11	9	5	3	54
11. How often does fraternization between men occur at this command?	19	16	9	8	5	44
12. How often does fraternization between men and women occur at this command?	20	11	13	9	8	40
13. How often does fraternization between women occur at this command?	25	9	7	3	3	53

Notes. 1. DK = Don't Know, NA = Not Applicable.
2. All numbers are in percentages.
3. Totals may not sum to 100% due to rounding.

There were gender differences in the responses, particularly between enlisted personnel. While 18% of male enlisted (6% of male officers) indicated that fraternization between enlisted personnel occurred often or very often at their command, 31% of female enlisted (13% of female officers) responded this way. A gender gap was also found for male-female fraternization. Among officers,

23% of the men indicated that male-female fraternization never occurred at their command, as compared to 8% of the females; among enlisted, 21% of the men but only 6% of the females responded similarly. Five percent of male officers (15% of male enlisted) said that male-female fraternization occurs often or very often compared to 12% of female officers (36% of female enlisted). Women (both officer and enlisted) were only slightly more likely to view fraternization between other groups as occurring more often than their male counterparts.

Discussion

Although differences between groups are the typical focus of EO climate assessments and have been stressed in this report, it is important to note that Navy EO climate perceptions were positive overall. As the module means indicate, virtually all of the average responses for both enlisted and officers were on the positive side of the scale (above 3). Thus, even when a specific subgroup had a lower mean than their White male counterpart, their perceptions were positive or, at worst, at the midpoint of the scale. There are no indications from these data that marked perceptions of discrimination or racism exist within the Navy. As in 1989, the data indicate, however, that consistent differences in EO perceptions between the White male majority group and women and racial/ethnic minority group members did occur.

Racial/Ethnic Effects

Comparisons between Whites, Hispanics, and Blacks found, as in 1989, that the greatest perceptual gaps in EO climate exist between Whites and Blacks. The differences between Whites and Hispanics, in contrast, were even smaller in 1991 than the small differences obtained on the 1989 NEOSH Survey. Except for Interpersonal Relations (which taps perceptions of discrimination) and Discipline, the EO perceptions of Whites and Hispanics were virtually indistinguishable. In light of the fact that the representation of Hispanics in the Navy has grown considerably (particularly among enlisted) during the late 1980s and early 1990s (cf. Rosenfeld & Culbertson, 1992), this general lack of differences between Whites and Hispanics is a very positive finding.

The EO perceptions of Blacks were generally less positive than those of Whites and Hispanics for most of the NEOSH Survey modules. Also, as in 1989, Black females had the least positive EO perceptions of any group. These differences were found for officers and enlisted and across paygrades. Although in absolute terms the means of Black respondents were typically on the positive side of the response scales, they were consistently less positive than both Whites and Hispanics.

The disparity between Blacks and Whites was particularly true for perceptions of discipline. There is a clear gap in the way these two groups perceive the fairness of Navy discipline—a finding that was by far the largest difference obtained on the NEOSH Survey. Since negative perceptions can lead to negative self-fulfilling prophecies in behavior (Eden, 1991), the reasons for the gap in discipline perceptions warrants further study.

Many of the comparisons between identical items on the 1989 and 1991 NEOSH Surveys found that the gap between White/Hispanic and Black perceptions was smaller (particularly for males) in 1991 than in 1989. A number of explanations can be postulated. Taken at face value, the

improved perceptions of Blacks may be indicators of Navy's continued progress in the EO area. During discussions of the 1991 Tailhook incident and its aftermath, the Navy's success in providing EO to minorities (e.g., Zumwalt-era initiatives) was mentioned in both Congressional testimony and in the press as a model that the Navy should try to emulate in its efforts to eradicate sexual harassment.

Also, EO perceptions of Blacks in the Navy may have become more positive because of the contrast to the racial realities in the civilian world. The aftermath of the Rodney King beating focused national attention on the perceptual gap that remains between Whites and Blacks in U.S. society. One survey (El Nasser, 1993) asked Black and White respondents whether racial discrimination against Blacks was serious where they lived. Although 31% of White respondents agreed, more than two thirds (67%) of Black respondents indicated that discrimination was serious. Only 27% of White respondents indicated that society treats people of all races equally; 13% of Black respondents answered "yes" to this item. Similar results were obtained in another recent national survey (Applebome, 1993). While 38% of Whites thought race relations in the U.S. were generally good, just 27% of Blacks thought so. Nearly two thirds of Blacks (66%) and a lesser majority of Whites (55%) indicated that race relations in the U.S. were generally bad. Thus, Black perceptions of EO in the Navy may be affected by their relatively less positive perceptions of EO in the civilian sector.

Gender Effects

As in 1989, men generally had more positive perceptions on the 1991 NEOSH Survey than their women counterparts. This gender gap in EO perceptions was larger among officers than among enlisted. Since this finding replicates the pattern obtained in 1989, it suggests that the Navy needs to directly investigate aspects of women officers' career experiences (e.g., training, promotions/ advancement, etc.) aside from sexual harassment that may account for these less positive perceptions.

While all the gender differences between enlisted were small, two gender effects for officers, Grievances and Performance Evaluation, resulted in medium effects. For these two modules, female perceptions were clearly less positive than those of males. This gap in grievances perceptions may be related to the area of sexual harassment. Although the items in the Grievances module asked about filing grievances in general, female respondents may have interpreted the items in the context of sexual harassment grievances. As Culbertson et al. (1992) found, few female victims of sexual harassment in the Navy file grievances. When asked why they didn't, over one third indicated that they didn't think anything would be done.

The officer gender gap in Performance Evaluation perceptions validates both anecdotal accounts and some research findings. P. J. Thomas, Holmes, and Carroll (1983) performed a content analysis of the fitness reports of 240 unrestricted line officers and found several significant gender differences. In comparison to the evaluations of women, those of men were longer, contained more recommendations, and used different words to describe their job performance. These disparities were shown to enhance the promotability of the male officers. When the research was replicated a decade later, using samples of warfare officers only, the performance of women was not described in sexist words, but ratings of their leadership skills and the nature of recommendations were less career enhancing than those of men (P. J. Thomas, Perry, & David, 1994). Thus, there may be some basis for the gender difference in perceptions of fairness in performance evaluation.

Comparisons to the Military Equal Opportunity Climate Survey (MEOCS)

One way to better understand and interpret the results of the NEOSH Survey is to compare them to findings from the MEOCS. The MEOCS was developed to assess both EO behavior and attitudes at the command level in all branches of the military (cf. Landis, Dansby, & Faley, 1993).[10]

Comparisons between the MEOCS and NEOSH Survey must be made cautiously because there are a number of differences between the two surveys. While the NEOSH Survey measures EO Climate for the total Navy force, the MEOCS has been used primarily to assess climate at the command level. Another difference between the two surveys is their focus. The focus of the NEOSH Survey is on the respondent's perception of EO and sexual harassment that he or she has experienced. The MEOCS survey focuses on organizational climate and EO behaviors as well as on EO perceptions.

Despite differences between the two surveys, they have produced a number of similar findings with military samples. For instance, all scores are skewed towards the positive end of the scale even though racial/ethnic and gender differences have been found on both surveys. Another similarity is that on the MEOCS, Black and Hispanic respondents perceive more discrimination and racial separateness than White respondents. Further, consistent with the NEOSH Survey findings, Black female respondents on the MEOCS have the least positive perception of the treatment of minorities of any group (cf. Landis et al., 1993).

One difference between the two surveys is in responses to the EO perception items. On the MEOCS, Hispanic male responses are closer to Black male responses than to White male responses, whereas there is little difference between Hispanic and White perceptions on the NEOSH Survey. In general, though, there appears to be more similarity of responses than differences between the two surveys. This similar pattern of findings on the MEOCS offers a degree of validation for the NEOSH Survey results.

Conclusions

In conclusion, the present results indicate that while the overall perception of EO in the Navy is positive, and improving, steps remain to be taken to achieve the Navy's stated goal of providing EO to all personnel. Future administrations of the NEOSH Survey will provide a means of determining whether the improvement in EO perceptions among minorities and women found in 1991 is indeed a consistent trend. As the Navy continues to downsize its active-duty force in the 1990s, the NEOSH Survey will be a valuable tool to assess how the drawdown impacts the EO perceptions of its personnel.

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[10]The MEOCS is composed of 4 sections that measure: EO behaviors, EO perceptions, demographic information, and organizational functioning. This last section is composed of scales measuring organizational commitment, work group effectiveness, and job satisfaction. The MEOCS has been used extensively throughout each of the military services and has been administered to a large sample (14,968) of Navy personnel (Landis et al., 1993).

Recommendations

1. In light of the 1989 and 1991 findings that Black women had the least positive EO perceptions of any group, a determination needs to be made of the basis for these perceptions. If barriers to the careers of Black women are uncovered, steps should be taken to ensure that these impediments are removed.

2. The reasons for the gender gap in EO climate perceptions of officers, which has been consistently greater than the gap between enlisted women and men, should be determined.

3. Although the NEOSH Survey has documented large racial/ethnic differences in perceptions of discipline, why these differences exist or what specific aspects of the discipline system are perceived as unfair is not known. Equity in the administration of discipline needs to receive continued emphasis. The underlying reasons for minority perceptions of the Navy's discipline system as unfair should be determined.

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Appendix A

Navy Equal Opportunity/Sexual Harassment Survey

NAVY EQUAL OPPORTUNITY/SEXUAL HARASSMENT SURVEY

NEOSH

This survey has been approved in accordance with OPNAVINST 5300.8A and it has been assigned Report Control Symbol OPNAV 5354-7 expiring 31 Aug 1992

THIS SURVEY IS MEANT TO FIND OUT HOW WELL WE ARE DOING IN ENSURING EQUAL OPPORTUNITY AND PREVENTING SEXUAL HARASSMENT IN THE NAVY. YOU WERE RANDOMLY SELECTED BY A COMPUTER PROGRAM TO TAKE PART IN THIS SURVEY. THIS IS AN ANONYMOUS SURVEY AND YOUR PARTICIPATION IS VOLUNTARY. **NO ONE WILL BE ABLE TO MATCH YOUR ANSWERS TO YOU** BECAUSE THERE ARE NO QUESTIONS ON THE FORM THAT CAN IDENTIFY YOU. YOUR ANSWERS WILL BE SEEN ONLY BY THE RESEARCHERS WHO WILL TABULATE THE RESULTS.

WOULD YOU PLEASE HELP BY FILLING OUT THIS SURVEY FORM RIGHT AWAY? YOUR ANSWERS ARE VERY IMPORTANT.

INSTRUCTIONS

Read the whole question carefully before marking your answer.

When you have finished the survey, mail the form back in the return envelope.
(If the return envelope is missing mail the form to: Navy Personnel Research and Development Center, Code 121PR, San Diego, CA 92152-6800.)

THANK YOU VERY MUCH FOR YOUR HELP!

BACKGROUND INFORMATION

Circle the letter to show your answer to each question.

1. What is your pay grade?

a. E-1
b. E-2
c. E-3
d. E-4
e. E-5
f. E-6
g. E-7
h. E-8
i. E-9
j. W-2
k. W-3
l. W-4
m. O-1
n. O-2
o. O-3
p. O-4
q. O-5
r. O-6

2. What is your sex?

a. Female
b. Male

3. Are you:

a. White
b. Black/African American
c. Japanese
d. Chinese
e. Filipino
f. Korean
g. Vietnamese
h. American Indian
i. Asian Indian
j. Hawaiian
k. Guamanian
l. Samoan
m. Eskimo
n. Aleut

o. Other ethnic group not included above (write in)_____

4. Are you of Spanish/Hispanic origin or descent?

a. No, not Spanish/Hispanic
b. Yes, Mexican, Chicano, Mexican-American
c. Yes, Puerto Rican
d. Yes, Cuban
e. Yes, other Spanish/Hispanic

5. What type of command are you assigned to? (pick the one that fits best)

a. Ship
b. Submarine
c. Aviation squadron
d. Training command
e. Medical command/military treatment facility
f. Shore facility (other than training or medical command)

6. Where are you located or homeported?

a. Shore command in Continental U.S. (CONUS), including Alaska and Hawaii.
b. Afloat command in Continental U.S. (CONUS), including Alaska and Hawaii.
c. Shore command outside the Continental U.S. (OCONUS), excluding Alaska and Hawaii.
d. Afloat command outside the Continental U.S. (OCONUS), excluding Alaska and Hawaii.

7. **How many years of active duty have you completed in the Navy?**
   a. 0-4 years
   b. 5-9 years
   c. 10-14 years
   d. 15-19 years
   e. 20 years or more

INSTRUCTIONS

The next questions will ask how much you agree or disagree with a statement. Pick the answer that fits best for you, and circle its number.

For example:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable/ Don't Know
1. **Morale is high at my command.**	1	2	3	(4)	5	N/A

If you ***agree*** with this statement (but do not ***strongly agree***), you would circle the number "4" to show your answer.
If the question does not apply to you or you do not know the answer, circle "N/A" which stands for "Not Applicable/Don't Know."

Equal Opportunity means that Navy men and women have an equal chance to serve, learn, and progress no matter what race and ethnic group they belong to. The largest racial/ethnic group in the Navy is White/Caucasian with a European ethnic background. "Minority" is used in this survey to mean someone who is not of that group.

ASSIGNMENTS/JOB DUTIES	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable/ Don't Know
1. Work assignments are made fairly at this command.	1	2	3	4	5	N/A
2. My current job assignments are career enhancing.	1	2	3	4	5	N/A
3. The work that I do makes use of my skills.	1	2	3	4	5	N/A
4. I am generally satisfied with my day-to-day assignments.	1	2	3	4	5	N/A
5. Personnel are assigned duties according to their skills/NEC at this command.	1	2	3	4	5	N/A
TRAINING						
1. I am as likely as others of my grade/specialty to get the training I need to advance in the Navy.	1	2	3	4	5	N/A
2. I have received the training I need to do my job well.	1	2	3	4	5	N/A
3. I have received the training I need to advance in the Navy.	1	2	3	4	5	N/A

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable/ Don't Know
4. The opportunity to get Navy formal classroom training has made me more likely to stay in the Navy.	1	2	3	4	5	N/A
LEADERSHIP						
1. My Commanding Officer (CO) actively supports equal opportunity.	1	2	3	4	5	N/A
2. The Command Master Chief (CMC) actively supports equal opportunity.	1	2	3	4	5	N/A
3. My CO is aware of discrimination and sexual harassment that may happen at this command.	1	2	3	4	5	N/A
4. My immediate supervisor treats me fairly.	1	2	3	4	5	N/A
5. At this command, my leadership takes EO training seriously.	1	2	3	4	5	N/A
6. The Chain of Command discourages favoritism at this command.	1	2	3	4	5	N/A
COMMUNICATIONS						
1. I usually get the word when there is a change in the rules or regulations that affect me.	1	2	3	4	5	N/A
2. Members of my work group pay attention to what I have to say.	1	2	3	4	5	N/A
3. My supervisor gives me feedback on how well I am doing my job.	1	2	3	4	5	N/A
4. My supervisor is willing to listen to what I have to say.	1	2	3	4	5	N/A
5. I feel we can discuss equal opportunity problems at my command.	1	2	3	4	5	N/A
6. I feel comfortable about talking to my supervisor when I need information.	1	2	3	4	5	N/A
INTERPERSONAL RELATIONS						
1. People of different racial/ethnic groups generally get along at this command.	1	2	3	4	5	N/A
2. Equal opportunity has improved during my time in the Navy.	1	2	3	4	5	N/A
3. Anti-Black discrimination is common at this command.	1	2	3	4	5	N/A
4. Anti-Hispanic discrimination is common at this command.	1	2	3	4	5	N/A
5. Anti-female discrimination is common at this command.	1	2	3	4	5	N/A
GRIEVANCES						
1. The chain of command here is an effective way to resolve equal opportunity problems.	1	2	3	4	5	N/A
2. I feel free to report unfair treatment at this command without fear of bad things happening to me.	1	2	3	4	5	N/A
3. I would talk with my immediate supervisor if I felt discriminated against while at work.	1	2	3	4	5	N/A
4. Filing a grievance would not hurt my Navy career.	1	2	3	4	5	N/A
5. A grievance would be given a fair hearing at this command.	1	2	3	4	5	N/A
6. I know at least one individual not in my chain of command who I can approach for advice/assistance if I were experiencing harassment or discrimination.	1	2	3	4	5	N/A
7. This command forwards "request mast chits" in a timely manner.	1	2	3	4	5	N/A
8. I know how to file a grievance.	1	2	3	4	5	N/A

DISCIPLINE	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable/ Don't Know
1. The discipline system at this command is fair.	1	2	3	4	5	N/A
2. Race/ethnic group makes no difference when punishment is given at this command.	1	2	3	4	5	N/A
3. Minorities are more likely than others to get unfavorable discharges that they don't deserve.	1	2	3	4	5	N/A
4. Minorities at this command get harsher punishment than others who commit the same offenses.	1	2	3	4	5	N/A
5. Minorities at this command seem to get sent to Captain's Mast more often than others who commit the same offenses.	1	2	3	4	5	N/A
PERFORMANCE EVALUATION						
1. My performance evaluations (i.e., fitreps, evals) have been fair.	1	2	3	4	5	N/A
2. The Navy's performance evaluation system favors white males.	1	2	3	4	5	N/A
3. The Navy's performance evaluation system favors minorities.	1	2	3	4	5	N/A
4. At this command, people get a fair chance to prove themselves.	1	2	3	4	5	N/A
5. I usually get the recognition I deserve.	1	2	3	4	5	N/A
PROMOTIONS/ADVANCEMENT						
1. There are good promotion/advancement opportunities for me in the Navy.	1	2	3	4	5	N/A
2. I have to work harder to get promoted/advanced than other people do.	1	2	3	4	5	N/A
3. Some people get promoted/advanced quicker just because they are women.	1	2	3	4	5	N/A
4. Some people get promoted/advanced quicker just because they are minorities.	1	2	3	4	5	N/A
5. The Navy's promotion/advancement system is fair.	1	2	3	4	5	N/A
6. This command helps people prepare to advance in rate/grade.	1	2	3	4	5	N/A
7. This command recommends people who deserve it for promotion/advancement.	1	2	3	4	5	N/A
SOCIAL SUPPORT						
1. I was made to feel welcome when I came on board my present command.	1	2	3	4	5	N/A
2. This command's Sponsor Program has helped me.	1	2	3	4	5	N/A
3. At my present command, there is an individual(s) whom I look up to as a sponsor or mentor.	1	2	3	4	5	N/A
4. There are Navy people outside my chain of command whom I can turn to for advice and assistance.	1	2	3	4	5	N/A

GENERAL ISSUES

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable/ Don't Know
1. I would recommend the Navy to others.	1	2	3	4	5	N/A
2. I am satisfied with my rating (or officer designator).	1	2	3	4	5	N/A
3. I plan to leave the Navy because I am dissatisfied.	1	2	3	4	5	N/A
4. My experiences at this command have encouraged me to stay in the Navy.	1	2	3	4	5	N/A
5. This command provides the information people need to make decisions about staying in the Navy.	1	2	3	4	5	N/A
6. In general, I am satisfied with the Navy.	1	2	3	4	5	N/A
7. I intend to stay in the Navy for at least 20 years.	1	2	3	4	5	N/A

For the following items, please answer by circling the number under " "Yes," "No," or "Don't know."

CAREER EXPERIENCES

	Yes	No	DK
1. This command has a Command Managed Equal Opportunity (CMEO) program.	1	2	3
2. I understand the Navy CMEO program.	1	2	3
3. I am aware of the results of the last annual Command Equal Opportunity Assessment.	1	2	3
4. I know of at least two individuals on the Command Assessment Team (CAT) or Command Training Team (CTT).	1	2	3
5. I have attended Navy Rights & Responsibilities (NR&R) training at this command.	1	2	3
6. I have received training at this command about fraternization.	1	2	3
7. I have received training at this command about the prevention of sexual harassment.	1	2	3
8. I have received job-related training (formal or on-the-job training) during the past year.	1	2	3
9. I know someone who has filed a grievance.	1	2	3
10. I filed a grievance during the past year.	1	2	3
11. I received an award during the past year.	1	2	3
12. I have been promoted during the past year.	1	2	3
13. I have served as a mentor for a more junior person during the past year.	1	2	3
14. I received a nonjudicial punishment (NJP) during the past year.	1	2	3
15. I received a court-martial during the past year.	1	2	3

FRATERNIZATION

The Navy's policy on fraternization states that "personal relationships between officers and enlisted members that are unduly familiar and do not respect differences in rank and grade are inappropriate... Similar relationships involving two officers or two enlisted members where a senior-subordinate supervisory relationship exists are also inappropriate... Such relationships subject the members to disciplinary action when prejudicial to good order and discipline or bring discredit to the naval service."

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable/ Don't Know
1. I understand the Navy's policy on fraternization.	1	2	3	4	5	N/A
2. I understand the reasons for the Navy's policy on fraternization.	1	2	3	4	5	N/A
3. I support the Navy's policy on fraternization.	1	2	3	4	5	N/A
4. I understand what is and is not fraternization.	1	2	3	4	5	N/A
5. Fraternization is occurring at this command.	1	2	3	4	5	N/A
6. Fraternization is a problem at this command.	1	2	3	4	5	N/A
7. This command would take prompt action to stop fraternization if someone reported it.	1	2	3	4	5	N/A

	Never	Rarely	Sometimes	Often	Very Often	Not Applicable/ Don't Know
8. How often does fraternization between enlisted personnel occur at this command?	1	2	3	4	5	N/A
9. How often does fraternization between enlisted and officer personnel occur at this command?	1	2	3	4	5	N/A
10. How often does fraternization between officer personnel occur at this command?	1	2	3	4	5	N/A
11. How often does fraternization between men occur at this command?	1	2	3	4	5	N/A
12. How often does fraternization between men and women occur at this command?	1	2	3	4	5	N/A
13. How often does fraternization between women occur at this command?	1	2	3	4	5	N/A

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay or career, or
2) submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or
3) such conduct interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Any person in a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who makes deliberate or repeated unwelcomed verbal comments, gestures, or physical contact of a sexual nature is also engaging in sexual harassment.

Both men and women can be victims of sexual harassment; both women and men can be sexual harassers; people can sexually harass persons of their own sex.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable/ Don't Know
1. Sexual harassment is a problem in the Navy.	1	2	3	4	5	N/A
2. Actions are being taken in the Navy to prevent sexual harassment.	1	2	3	4	5	N/A
3. Actions are being taken at this command to prevent sexual harassment.	1	2	3	4	5	N/A
4. The leadership at this command enforces the Navy's policy on sexual harassment.	1	2	3	4	5	N/A
5. Sexual harassment is occurring at this command.	1	2	3	4	5	N/A
6. People at this command who sexually harass others usually get away with it.	1	2	3	4	5	N/A
7. I feel free to report sexual harassment without fear of bad things happening to me.	1	2	3	4	5	N/A
8. Sexual harassment training is taken seriously at this command.	1	2	3	4	5	N/A
9. I know what kinds of words or actions are considered sexual harassment .	1	2	3	4	5	N/A

10. **During the past year, have you been sexually harassed while on duty?**

___ No___ Yes

11. **During the past year, have you been sexually harassed on base or ship while off duty?**

___ No___ Yes

If YOU HAVE NOT BEEN SEXUALLY HARASSED during the past year while on duty or on base or ship (answered "No" to *both* 10 and 11 above), YOU HAVE FINISHED the survey. Thank you very much for your help. Please put the survey form in the enclosed envelope and mail it back to us.

If YOU HAVE BEEN SEXUALLY HARASSED during the past year while on duty or on base or ship (answered "Yes" to *either* 10 or 11 above), PLEASE CONTINUE with the questions that follow.

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12. **During the past year, how often have you been the target of the following sexual harassment behaviors while on duty or on base or ship?** ***Use the scale at right to answer.***

	Never	Once	Once a month or less	2-4 times a month	Once a week or more
A. Unwanted sexual whistles, calls, hoots, or yells.	1	2	3	4	5
B. Unwanted sexual teasing, jokes, remarks, or questions.	1	2	3	4	5
C. Unwanted sexual looks, staring, or gestures.	1	2	3	4	5
D. Unwanted letters, phone calls, or materials of a sexual nature.	1	2	3	4	5
E. Unwanted pressure for dates.	1	2	3	4	5
F. Unwanted deliberate touching, leaning over, cornering, or pinching.	1	2	3	4	5
G. Unwanted pressure for sexual favors.	1	2	3	4	5
H. Actual or attempted rape or assault.	1	2	3	4	5

Pick the one experience from Question 12 that had the greatest effect on you.

PRINT ITS LETTER (A...H) HERE _____

Answer the rest of the questions about THAT ONE EXPERIENCE.

13. At the time of that sexual harassment experience, what was your marital status?

a. Single, never married
b. Married
c. Divorced/separated/widowed

14. At the time of that sexual harassment experience, where were you stationed?

a. Shore command in Continental U.S. (CONUS), including Alaska and Hawaii
b. Afloat command in Continental U.S. (CONUS), including Alaska and Hawaii
c. Shore command outside the Continental U.S. (OCONUS), excluding Alaska and Hawaii
d. Afloat command outside the Continental U.S. (OCONUS), excluding Alaska and Hawaii

15. At the time of that sexual harassment experience, how many people harassed you?

a. 1 person
b. 2-3 people
c. 4 or more people

16. Was the person(s) who sexually harassed you then: (check all that apply)

___ Your immediate supervisor
___ Other higher level supervisor(s)
___ Your co-worker(s)
___ Your subordinate(s)
___ Other

17. Was the person(s) who sexually harassed you then: (check all that apply)

___ Military officer
___ Military enlisted
___ Civilian government employee/Contractor
___ Overseas host national
___ Other

18. Was the person(s) who sexually harassed you then:

a. Male
b. Female
c. Both male and female

19. Check ALL the actions you took after being sexually harassed then.

___ I avoided the person(s)
___ I called the Navy's IG Sexual Harassment Hotline
___ I told the person(s) to stop
___ I threatened to tell or told others
___ I got someone else to speak to the person(s) about the behavior
___ I reported it to my immediate supervisor
___ I reported it to someone besides my supervisor
___ I sought assistance at the Family Service Center
___ I sought legal assistance
___ I sought medical assistance
___ I did not take any action

20. Did you file a grievance about that experience of sexual harassment? ___No ___Yes

21. <u>If a grievance was filed</u>, how did your chain of command handle it? (check all that apply)

___ Not applicable; no grievance was filed
___ Took action against the person(s) who harassed me
___ Took action against me
___ Corrected the damage done to me
___ I don't know what happened
___ The grievance is still being processed
___ Did nothing
___ Did something not listed above

22. <u>If no grievance was filed</u>, check ALL the reasons why it was not.

___ Not applicable; A grievance was filed
___ I did not know what to do
___ I did not think anything would be done
___ I thought it would take too much time and effort
___ I was too afraid
___ I was too embarrassed
___ I thought I would not be believed
___ I thought it would make my work situation unpleasant
___ I thought my performance evaluation or chances for promotion would suffer
___ I did not want to hurt the person who bothered me
___ I solved the problem by my other actions
___ The person was not at my duty station
___ Some other reason not listed above

23. Which of the following did you experience during the past year because of instances of sexual harassment? (circle all that apply)

a. Headaches
b. Upset stomach, nausea
c. Hives
d. High blood pressure
e. Difficulty sleeping
f. Loss/gain of appetite

g. Panic Attacks
h. Sexual difficulties
i. Irregular menstrual periods
j. Other_____
k. No physical effects experienced

24. Which of the following did you experience during the past year because of instances of sexual harassment? (circle all that apply)

a. Anger
b. Sadness
b. Depression
c. Disgust
d. Anxiety
e. Fear
f. Low self-esteem
g. Self-blame
h. Other_____
i. No psychological effects experienced

25. Did being sexually harassed during the past year result in you reporting to sick call?

a. No
b. Yes

26. If yes, how many hours of work during the past year did you miss?_____

27. Did being sexually harassed during the past year result in your using leave or liberty that you had not planned to use?

a. No
b. Yes

28. If yes, how many days of unplanned leave/liberty did you take?_____

IF YOU HAVE NOT EXPERIENCED ATTEMPTED OR ACTUAL RAPE OR ASSAULT DURING THE PAST YEAR while on-duty or on base or ship while off-duty, YOU HAVE FINISHED THE SURVEY. Thank you very much for your help. Please put the survey form in the enclosed envelope and mail it back to us.

IF YOU HAVE EXPERIENCED ATTEMPTED OR ACTUAL RAPE OR ASSAULT DURING THE PAST YEAR while on-duty or on base or ship while off-duty, CONTINUE.

RAPE AND SEXUAL ASSAULT

For purposes of answering these questions, "rape" is defined as sexual intercourse (penetration), generally with force, against one's will. "Sexual assault" is physical sexual contact against one's will.

29. During the past year, how often have you been the target of the following sexual harassment behaviors while on duty or on base or ship while off duty?

CHECK WHERE OCCURRED								
On duty	Off duty while On Base/Ship		**Never**	**Once**	**Once a month or less**	**2-4 times a month**	**Once a week or more**
_____	_____	A. Sexual assault	1	2	3	4	5
_____	_____	B. Attempted rape	1	2	3	4	5
_____	_____	C. Actual rape	1	2	3	4	5

30. Were drugs or alcohol involved?

a. No, neither I nor the person who assaulted me had been drinking alcohol or taking drugs
b. Yes, the person who assaulted me had been drinking alcohol or taking drugs
c. Yes, I had been drinking alcohol or taking drugs
d. Yes, both of us had been drinking alcohol or taking drugs

31. Was the person who raped/assaulted you someone you knew?

a. No
b. Yes

32. Was the person who raped/assaulted you related to you (i.e., spouse, other relative)?

a. No
b. Yes

33. Had you previously had voluntary sexual relations with the person who raped/assaulted you?

a. No
b. Yes

34. **Are you aware of the Navy's Victims Assistance Program?**

a. No
b. Yes

35. **Have you used the Victims Assistance Program?**

a. No
b. Yes

36. **If yes, did you find it helpful?**

a. No
b. Yes

You have finished the survey. Thank you very much for your help. Please put the survey form in the enclosed envelope and mail it back to us.

Appendix B

NEOSH91: Individual Item Means

Table B-1

NEOSH91: Individual Item Means

	OFFICER						ENLISTED					
	WM	WF	BM	BF	HM	HF	WM	WF	BM	BF	HM	HF
Assignments												
1. Work assignments are made fairly at this command.	4.16	3.83	3.95	3.50	3.98	3.80	3.46	3.39	3.18	3.10	3.50	3.19
2. My current job assignments are career enhancing.	4.00	4.00	4.05	3.77	3.97	4.01	3.41	3.36	3.40	3.25	3.41	3.13
3. The work that I do makes use of my skills.	4.06	4.05	4.05	3.80	3.95	3.91	3.44	3.48	3.41	3.35	3.48	3.33
4. I am generally satisfied with my day-to-day assignments.	3.88	3.85	3.98	3.72	3.83	3.87	3.37	3.46	3.33	3.29	3.38	3.25
5. Personnel are assigned duties according to their skills/NEC at this command.	3.98	3.58	3.79	3.42	3.73	3.64	3.12	3.02	3.05	2.88	3.21	2.88
Module Means	**4.02**	**3.88**	**3.96**	**3.64**	**3.86**	**3.84**	**3.35**	**3.34**	**3.27**	**3.16**	**3.40**	**3.16**
Training												
1. I am as likely as others of my grade/specialty to get the training I need to advance in the Navy.	4.05	3.81	3.79	3.63	3.89	3.73	3.61	3.45	3.62	3.24	3.59	3.36
2. I have received the training I need to do my job well.	4.00	3.73	3.95	3.48	3.89	3.66	3.73	3.52	3.61	3.36	3.56	3.42
3. I have received the training I need to advance in the Navy.	3.98	3.66	3.86	3.45	3.89	3.60	3.55	3.31	3.39	3.07	3.39	3.09
4. The opportunity to get Navy formal classroom training has made me more likely to stay in the Navy.	3.21	3.11	3.37	3.05	3.36	3.17	2.89	2.87	3.05	2.66	2.94	2.78

Notes. 1. NEOSH = Navy Equal Opportunity/Sexual Harassment, WM = White Male, WF = White Female, BM = Black Male, BF = Black Female, HM = Hispanic Male, HF = Hispanic Female.
2. Responses are based on a 6-point scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree Nor Disagree, 4 = Agree, 5 = Strongly Agree, 6 = Not applicable/Don't know responses excluded from module mean calculations.
3. Module means are scored in the direction of positive Equal Opportunity (EO) climate.
4. Items followed by an "R" have been reversed-scored in the module mean calculation.

Table B-1 (Continued)

NEOSH91: Individual Item Means

	OFFICER						ENLISTED					
	WM	WF	BM	BF	HM	HF	WM	WF	BM	BF	HM	HF
Module Means	**3.83**	**3.58**	**3.76**	**3.40**	**3.73**	**3.55**	**3.42**	**3.28**	**3.45**	**3.07**	**3.37**	**3.16**
Leadership												
1. My Commanding Officer (CO) actively supports EO.	4.50	4.14	4.24	3.94	4.34	4.28	4.12	4.12	3.87	3.82	4.13	4.04
2. The Command Master Chief (CMC) actively supports EO.	4.40	3.99	4.04	3.78	4.30	4.05	3.99	3.96	3.71	3.65	3.99	3.91
3. My CO is aware of discrimination and sexual harassment that may happen at this command.	4.16	3.84	3.85	3.66	4.00	4.02	3.79	3.71	3.62	3.53	3.92	3.80
4. My immediate supervisor treats me fairly.	4.41	4.24	4.27	3.95	4.33	4.13	3.92	3.94	3.89	3.85	3.95	3.83
5. At this command, my leadership takes EO training seriously.	4.17	3.84	3.90	3.67	4.02	4.01	3.58	3.64	3.50	3.36	3.69	3.45
6. The Chain of Command discourages favoritism at this command.	3.98	3.46	3.55	3.08	3.71	3.61	3.08	2.95	2.98	2.65	3.15	3.90
Module Means	**4.31**	**3.94**	**3.98**	**3.67**	**4.12**	**3.94**	**3.75**	**3.74**	**3.58**	**3.52**	**3.81**	**3.69**
Communications												
1. I usually get the word when there is a change in the rules or regulations that affect me.	3.86	3.55	3.91	3.56	3.84	3.64	3.35	3.18	3.50	3.26	3.49	3.29
2. Members of my work group pay attention to what I have to say.	4.23	4.08	4.22	3.88	4.18	4.07	3.66	3.49	3.65	3.48	3.68	3.47
3. My supervisor gives me feedback on how well I am doing my job.	3.78	3.60	3.71	3.44	3.67	3.67	3.48	3.38	3.54	3.38	3.54	3.37
4. My supervisor is willing to listen to what I have to say.	4.15	4.09	4.08	3.88	4.16	4.15	3.70	3.71	3.86	3.76	3.81	3.78
5. I feel we can discuss equal opportunity problems at my command.	4.32	3.91	3.91	3.47	4.10	3.95	3.58	3.50	3.46	3.25	3.63	3.37

Notes. 1. NEOSH = Navy Equal Opportunity/Sexual Harassment, WM = White Male, WF = White Female, BM = Black Male, BF = Black Female, HM = Hispanic Male, HF = Hispanic Female.
2. Responses are based on a 6-point scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree Nor Disagree, 4 = Agree, 5 = Strongly Agree, 6 = Not applicable/Don't know responses excluded from module mean calculations.
3. Module means are scored in the direction of positive Equal Opportunity (EO) climate.
4. Items followed by an "R" have been reversed-scored in the module mean calculation.

Table B-1 (Continued)

NEOSH91: Individual Item Means

	OFFICER						ENLISTED					
	WM	WF	BM	BF	HM	HF	WM	WF	BM	BF	HM	HF
6. I feel comfortable about talking to my supervisor when I need information.	4.24	4.06	4.08	3.80	4.16	4.10	3.70	3.75	3.79	3.62	3.79	3.66
Module Means	**4.10**	**3.88**	**3.99**	**3.68**	**4.03**	**3.95**	**3.59**	**3.51**	**3.66**	**3.46**	**3.65**	**3.46**
Interpersonal Relations												
1. People of different racial/ethnic groups generally get along at this command.	4.30	4.09	4.05	3.82	4.15	4.09	3.71	3.73	3.57	3.56	3.70	3.54
2. Equal opportunity has improved during my time in the Navy.	4.19	3.78	3.76	3.31	3.83	3.90	3.47	3.51	3.27	3.11	3.51	3.23
3. Anti-Black discrimination is common at this command. (R)	1.57	1.80	1.30	2.47	1.84	1.93	2.22	2.32	2.68	2.88	2.43	2.62
4. Anti-Hispanic discrimination is common at this command. (R)	1.55	1.77	2.20	2.30	1.89	1.91	2.15	2.25	2.58	2.75	2.30	2.46
5. Anti-female discrimination is common at this command. (R)	1.84	2.30	2.37	2.55	2.12	2.41	2.30	2.72	2.49	2.92	2.29	2.81
Module Means	**4.31**	**4.01**	**3.80**	**3.54**	**4.07**	**3.96**	**3.72**	**3.59**	**3.45**	**3.24**	**3.68**	**3.34**
Grievances												
1. The chain of command here is an effective way to resolve equal opportunity problems.	4.01	3.54	3.72	3.27	3.81	3.62	3.28	3.25	3.16	2.96	3.50	3.15
2. I feel free to report unfair treatment at this command without fear of bad things happening to me.	3.99	3.44	3.66	3.05	3.72	3.40	3.24	3.04	3.17	2.74	3.23	2.92
3. I would talk with my immediate supervisor if I felt discriminated against while at work.	4.15	3.86	3.90	3.59	4.04	3.89	3.77	3.65	3.73	3.66	3.82	3.55
4. Filing a grievance would not hurt my Navy career.	3.40	2.71	2.93	2.60	3.17	2.99	2.95	2.86	2.77	2.70	3.13	2.88
5. A grievance would be given a fair hearing at this command.	4.06	3.58	3.66	3.32	3.89	3.63	3.35	3.29	3.10	3.06	3.45	3.21
6. I know at least one individual not in my chain of command who I can approach for advice/assistance if I were experiencing harassment or discrimination.	4.08	4.10	4.07	3.94	4.08	4.20	3.93	3.98	4.09	3.98	4.01	3.99

Notes. 1. NEOSH = Navy Equal Opportunity/Sexual Harassment, WM = White Male, WF = White Female, BM = Black Male, BF = Black Female, HM = Hispanic Male, HF = Hispanic Female.
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Table B-1 (Continued)

NEOSH91: Individual Item Means

	OFFICER						ENLISTED					
	WM	WF	BM	BF	HM	HF	WM	WF	BM	BF	HM	HF
7. This command forwards "request mast chits" in a timely manner.	4.17	3.82	3.86	3.61	4.02	3.93	3.33	3.30	3.28	3.17	3.39	3.31
8. I know how to file a grievance.	3.82	3.76	3.97	3.80	3.79	3.59	3.57	3.52	3.51	3.42	3.37	3.31
Module Means	**3.97**	**3.61**	**3.72**	**3.42**	**3.87**	**3.73**	**3.41**	**3.36**	**3.35**	**3.19**	**3.49**	**3.27**
Discipline												
1. The discipline system at this command is fair.	4.08	3.71	3.83	3.35	3.97	3.66	3.21	3.16	3.18	2.75	3.38	3.08
2. Race/ethnic group makes no difference when punishment is given at this command.	4.40	4.11	3.76	3.44	4.18	4.03	3.77	3.76	3.17	2.98	3.66	3.59
3. Minorities are more likely than others to get unfavorable discharges that they don't deserve. (R)	1.57	1.80	2.68	2.82	1.95	2.04	2.05	2.09	2.94	3.06	2.45	2.35
4. Minorities at this command get harsher punishment than others who commit the same offenses. (R)	1.50	1.76	2.45	2.65	1.88	1.96	1.90	1.97	2.82	3.02	2.29	2.26
5. Minorities at this command seem to get sent to Captain's Mast more often than others who commit the same offenses. (R)	1.50	1.75	2.42	2.59	1.98	2.04	1.84	1.95	2.97	2.96	2.28	2.24
Module Means	**4.40**	**4.12**	**3.61**	**3.35**	**4.09**	**3.91**	**3.84**	**3.79**	**3.12**	**2.93**	**3.67**	**3.57**
Performance Evaluation												
1. My performance evaluations (i.e. fitreps, evals) have been fair.	4.14	4.03	3.98	3.78	4.03	4.01	3.59	3.77	3.56	3.61	3.71	3.67
2. The Navy's performance evaluation system favors White males. (R)	1.74	2.60	3.02	3.28	2.18	2.72	1.73	2.38	2.77	2.83	2.29	2.43
3. The Navy's performance evaluation system favors minorities. (R)	2.10	2.19	1.84	1.78	2.06	1.98	2.23	2.24	2.14	2.10	2.05	2.11

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Table B-1 (Continued)

NEOSH91: Individual Item Means

	OFFICER						ENLISTED					
	WM	WF	BM	BF	HM	HF	WM	WF	BM	BF	HM	HF
4. At this command, people get a fair chance to prove themselves.	4.15	3.80	3.81	3.45	4.02	3.87	3.42	3.34	3.21	2.95	3.47	3.20
5. I usually get the recognition I deserve.	3.69	3.48	3.54	3.22	3.50	3.53	2.99	3.10	2.98	2.79	2.97	2.95
Module Means	**4.05**	**3.71**	**3.71**	**3.46**	**3.87**	**3.72**	**3.61**	**3.53**	**3.39**	**3.28**	**3.55**	**3.47**
Promotions/Advancement												
1. There are good promotion/advancement opportunities for me in the Navy.	3.77	3.58	3.96	3.56	3.92	3.70	3.42	3.29	3.63	3.33	3.70	3.38
2. I have to work harder to get promoted/advanced than other people do. (R)	2.58	2.92	3.58	3.76	2.95	3.44	3.00	3.09	3.29	3.29	3.15	3.10
3. Some people get promoted/advanced quicker just because they are women. (R)	2.77	1.95	2.41	1.99	2.62	1.93	2.77	1.92	2.77	2.09	2.73	1.95
4. Some people get promoted/advanced quicker just because they are minorities. (R)	2.64	2.34	1.96	1.85	2.35	2.02	2.73	2.30	2.35	1.98	2.25	2.06
5. The Navy's promotion/advancement system is fair.	3.52	3.18	3.41	2.91	3.41	3.16	3.13	3.05	3.19	3.92	3.34	3.29
6. This command helps people prepare to advance in rate/grade.	3.93	3.55	3.67	3.29	3.73	3.53	3.25	3.14	3.18	2.92	3.31	3.06
7. This command recommends people who deserve it for promotion/ advancement.	4.07	3.72	3.78	3.48	3.89	3.80	3.50	3.41	3.56	3.27	3.62	3.36
Module Means	**3.61**	**3.57**	**3.57**	**3.36**	**3.59**	**3.55**	**3.27**	**3.37**	**3.33**	**3.28**	**3.38**	**3.43**
Social Support												
1. I was made to feel welcome when I came on board my present command.	4.07	3.80	3.85	3.64	3.83	4.03	3.59	3.49	3.61	3.33	3.66	3.45
2. This command's Sponsor Program has helped me.	3.23	3.18	3.02	3.10	3.18	3.30	2.67	2.73	2.66	2.39	2.74	2.70

Notes. 1. NEOSH = Navy Equal Opportunity/Sexual Harassment, WM = White Male, WF = White Female, BM = Black Male, BF = Black Female, HM = Hispanic Male, HF = Hispanic Female.
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Table B-1 (Continued)

NEOSH91: Individual Item Means

	OFFICER						ENLISTED					
	WM	WF	BM	BF	HM	HF	WM	WF	BM	BF	HM	HF
3. At my present command, there is an individual(s) whom I look up to as a sponsor or mentor.	3.21	3.16	2.91	2.84	3.08	3.30	2.93	3.05	2.99	2.76	2.99	3.02
4. There are Navy people outside my chain of command whom I can turn to for advice and assistance.	3.90	3.94	3.94	4.01	3.82	3.88	3.76	3.93	3.84	3.93	3.83	3.93
Module Means	**3.56**	**3.50**	**3.38**	**3.36**	**3.45**	**3.62**	**3.19**	**3.29**	**3.24**	**3.07**	**3.27**	**3.25**
General Issues/Navy Satisfaction												
1. I would recommend the Navy to others.	4.02	3.98	4.02	3.66	3.99	4.02	3.42	3.50	3.28	3.14	3.34	3.32
2. I am satisfied with my rating (or officer designator).	4.13	3.94	4.14	3.83	3.95	3.95	3.44	3.43	3.44	3.12	3.46	3.31
3. I plan to leave the Navy because I am dissatisfied.	3.85	3.79	3.89	3.67	3.76	3.43	3.38	3.42	3.26	3.24	3.30	3.21
4. My experiences at this command have encouraged me to stay in the Navy.	3.24	3.01	3.26	2.79	3.17	2.97	2.39	2.43	2.52	2.25	2.60	2.38
5. This command provides the information people need to make decisions about staying in the Navy.	3.68	3.25	3.64	3.06	3.45	3.43	3.09	2.93	3.03	2.68	3.15	2.83
6. In general, I am satisfied with the Navy.	3.88	3.80	3.88	3.65	3.82	3.77	3.41	3.47	3.37	3.27	3.42	3.30
7. I intend to stay in the Navy for at least 20 years.	3.72	3.40	3.77	3.47	3.58	3.10	2.96	2.93	2.88	2.62	2.88	2.55
Module Means	**3.75**	**3.59**	**3.80**	**3.44**	**3.65**	**3.53**	**3.15**	**3.13**	**3.10**	**2.87**	**3.12**	**2.93**

Notes. 1. NEOSH = Navy Equal Opportunity/Sexual Harassment, WM = White Male, WF = White Female, BM = Black Male, BF = Black Female, HM = Hispanic Male, HF = Hispanic Female.
2. Responses are based on a 6-point scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree Nor Disagree, 4 = Agree, 5 = Strongly Agree, 6 = Not applicable/Don't know responses excluded from module mean calculations.
3. Module means are scored in the direction of positive Equal Opportunity (EO) climate.
4. Items followed by an "R" have been reversed-scored in the module mean calculation.

Appendix C

Description of 1991 NEOSH Survey Modules

Description of 1991 NEOSH Survey Modules

Assignments—measures fairness of work assignments, whether people's skills are being utilized and whether job assignments are career enhancing.

Communications—measures whether people receive relevant information, whether people feel that their coworkers and supervisors listen to them, and whether people feel comfortable speaking to their supervisor.

Discipline—measures perceptions that the discipline system is fair. Assesses whether people believe that minorities are treated unfairly and receive harsher punishments than others.

General Issues/Navy Satisfaction—measures the respondent's overall satisfaction with the Navy, whether he or she would recommend the Navy to others, and plans to stay in the Navy or leave because of dissatisfaction.

Grievances—measures beliefs that the grievance process is fair and effective, and if utilizing it would result in negative repercussions.

Interpersonal Relations/Discrimination—assesses whether people believe that race/ethnic and gender discrimination is common, and whether members of different race/ethnic groups get along.

Leadership—measures perceptions that the command's leadership supports equal opportunity, is aware of discrimination and sexual harassment, discourages favoritism, and treats people fairly.

Performance Evaluation—assesses beliefs that the performance evaluation system is fair, that people get a chance to prove themselves, and receive the recognition they deserve.

Promotions/Advancement—measures perceptions of fairness in promotion/advancement opportunities and decisions, and the degree to which individuals perceive they have to work harder than others for promotion/advancement.

Social Support—assesses whether the command makes people feel welcome when they come aboard, whether the command supports people, and whether the person has a mentor at the command.

Training—assesses whether people receive needed training, and whether training influences the decision to stay in the Navy.

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